

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Language Resource Centers**

**CFDA # 84.229A**

**PR/Award # P229A180020**

**Grants.gov Tracking#: GRANT12660230**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P229A180020

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## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/25/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

The Ohio State University

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

1-316025986-A1

\* c. Organizational DUNS:

832127323

d. Address:

\* Street1:

1960 Kenny Road

Street2:

\* City:

Columbus

County/Parish:

Franklin

\* State:

OH: Ohio

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

43210-1016

e. Organizational Unit:

Department Name:

East Asian Languages & Literat

Division Name:

Arts & Sciences

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Todd

Middle Name:

\* Last Name:

Eckert

Suffix:

Title:

Sponsored Program Officer

Organizational Affiliation:

The Ohio State University

\* Telephone Number:

614-292-4510

Fax Number:

\* Email:

eckert.120@osu.edu

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## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.229

CFDA Title:

Language Resource Centers

### \* 12. Funding Opportunity Number:

ED-GRANTS-052418-001

\* Title:

Office of Postsecondary Education (OPE): Language Resource Centers Program CFDA Number 84.229A

### 13. Competition Identification Number:

84-229A2018-1

Title:

Language Resource Centers 84.229A

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

East Asian Languages Beyond the Programs

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="197,000.00"/>
* b. Applicant	<input type="text" value="144,599.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="341,599.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The Ohio State University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	120,063.00	124,156.00	126,160.00	129,695.00		500,074.00
2. Fringe Benefits	35,994.00	37,151.00	37,996.00	39,097.00		150,238.00
3. Travel	3,000.00	2,000.00	2,000.00	2,000.00		9,000.00
4. Equipment						
5. Supplies	2,500.00	0.00	0.00	1,300.00		3,800.00
6. Contractual						
7. Construction						
8. Other	20,850.00	19,100.00	16,251.00	10,315.00		66,516.00
9. Total Direct Costs (lines 1-8)	182,407.00	182,407.00	182,407.00	182,407.00		729,628.00
10. Indirect Costs*	14,593.00	14,593.00	14,593.00	14,593.00		58,372.00
11. Training Stipends						
12. Total Costs (lines 9-11)	197,000.00	197,000.00	197,000.00	197,000.00		788,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 56.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P229A180020

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
The Ohio State University	

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	114,037.00	116,888.00	119,810.00	122,806.00		473,541.00
2. Fringe Benefits	30,562.00	31,326.00	32,109.00	32,912.00		126,909.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	144,599.00	148,214.00	151,919.00	155,718.00		600,450.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	144,599.00	148,214.00	151,919.00	155,718.00		600,450.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Kari Uhl	Assistant Director
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
The Ohio State University	06/25/2018

Standard Form 424B (Rev. 7-97) Back

**Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352**

4040-0013

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA427\_20181037704771.pdf

Add Attachment

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA)**

### **Equal Access and Nondiscriminatory Employment Practices**

The NEARLC continues to observe the policies of The Ohio State University Office of Human Resources and actively follows nondiscriminatory recruiting, hiring, and retention practices for all of its employees and associates. The NEARLC continues to encourage applications for employment by persons who are members of traditionally underrepresented groups, including racial or ethnic minority groups, women, handicapped persons, and the elderly. The Ohio State University CLLC and NEALRC have an excellent record for seeking an employing people with excellent qualifications and skills –from project directors to graduate research associates and evaluators –who are also members of traditionally underrepresented groups. The NEALRC and The Ohio State University will continue to provide equal access to the Center’s resources, facilities, and activities for member of all underrepresented groups.

All of the Center’s regular and special activities are conducted in facilities with access provisions for handicapped persons, and the NEALRC’s overall mission itself is predicated upon values that encourage equal access to our resources and to the world around us. Our traditional and continuing focus on autonomous learning and individualized instruction, for example, explicitly enables learners with special access needs to gain greater use of material and intellectual resources of the Center and the field in ways that are not always possible under existing circumstances at most institutions of higher education.

The Ohio State University is a state-supported institution of higher education that fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all to the educational and employment opportunities offered.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Ohio State University

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Galal"/>	<input type="text" value="Leroy"/>	<input type="text" value="Walker"/>	<input type="text"/>

Address:

Street1:	<input type="text" value="1775 College Rd"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Columbus"/>
County:	<input type="text" value="Franklin"/>
State:	<input type="text" value="OH: Ohio"/>
Zip Code:	<input type="text" value="43210-1340"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="614-292-4243"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

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\* Attachment:

Abstract

**National East Asian Languages Resource Center**

**EAST ASIAN LANGUAGES BEYOND THE PROGRAMS**

**(2018-2021)**

The National East Asian Languages Resource Center's mission is to increase the capacity of American learners of East Asian languages to reach advanced skills in communicating in these languages and cultures. As we encounter increased numbers of Americans putting their language skills to work in China, Japan, and Korea, we are repeatedly reminded that in addition to their linguistic skills they have to demonstrate functional knowledge of the culture and a complex range of socialization abilities. Increasing our understanding of these needs and incorporating them in East Asian language instruction is the key strategy of our Center.

Taking advantage of The Ohio State University's extensive foreign language resources and eight faculty specializing in East Asian language pedagogy, we have identified 22 projects that are being undertaken by our faculty, faculty of other institutions, and their collaborators nationally and internationally.

The NEALRC has provided these projects with the management and technical support that assures that these projects meet their objectives. Involving a wide range of institutional affiliations that include K-12, two community colleges, one MSI, and 24 universities in the U.S. and abroad, these projects are divided into five basic categories:

1) **research** into the problems our students will face when building careers in the target language and teaching approaches that reflect this research to prepare students to succeed in the future;

2) **materials development** for exercising advanced level skills, including the development of the plan and design of an extensive STEMM content that acknowledges the widening areas of occupational interest among students of the East Asian Languages. The NEALRC is expanding the role of online instruments for incorporating content on demand;

3) **performance-based assessments** that concentrate on the "low stakes" instruments that keep learners and programs informed about where we are in the language learning and how the processes are going;

4) **teacher training** that identifies the key goals of instruction and converts the research into instructional activities;

5) **summer programs** that provide intensive learning and study abroad experiences.

Our projects include innovative online language learning tools, localized language learning materials, and research toward understanding the characteristics of persons who eventually reach advanced communication skills in these difficult languages. Making every effort to make our products available to as many users as possible, the NEALRC disseminates most of the products of these projects by making them accessible online or through OSU Foreign Language Publications, and through membership organizations. Each project has delineated goals and points of evaluation, and the overall activities of the NEALRC are subject to clear evaluation and reporting procedures.



## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## **EAST ASIAN LANGUAGE BEYOND THE PROGRAMS**

### **National East Asian Languages Resource Center**

#### **The Ohio State University**

**(2018-2021)**

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<b>AATK:</b>	American Association of Teachers of Korean 42, 43
<b>ACTFL:</b>	American Council on the Teaching of Foreign Languages 18, 31, 40, 49
<b>ALI:</b>	The Loann Crane Advanced Language Institute 4,17, 48
<b>CAAP:</b>	Collaborative Articulation and Assessment Project 7, 30, 39, 50
<b>CAVO:</b>	Computer Adaptive Vocabulary Assessment 7, 14, 18, 29, 31,32, 39,40
<b>CCALT:</b>	Chinese Computerized Adaptive Listening Comprehension Test 31, 40
<b>CEAL:</b>	Council on East Asian Libraries 42
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<b>CLASS:</b>	Chinese Language Association of Secondary-elementary Schools 42, 43
<b>CLLC:</b>	Center for Languages, Literatures and Cultures 4, 8-11, 16-18, 31, 34, 35, 39, 45, 48
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## **EAST ASIAN LANGUAGE BEYOND THE PROGRAMS**

### **I. PLAN OF OPERATION**

**Necessity for a National East Asian Languages Resource Center (NEALRC):** In 2014, the NEALRC proposal emphasized the need for East Asian languages to expand its place in American education in a critical period. East Asian societies are investing in American language and culture studies on a grand scale—with China far ahead in the numbers, Japan and Korea also contribute a constant flow of students to American institutions. By sending hundreds of thousands of diploma- and degree-seeking students to the U.S. year after year, East Asia is deeply informed, both nationally and regionally, about the technology, economy, politics, and society of the U.S.. At the same time, American students barely trickle into China, Japan, and Korea for short-term (a year or less) programs that do not routinely allow the broad and deep experiences in their host countries that impart understandings that are equivalent to East Asian students' grasp of conditions and situations in the U.S..

For example, American students heading off to study in China demonstrate language capacity by earning scores on standardized tests (e.g., STAMP, OPI, HSK) purporting to reflect up to four years of university training. More often than not, after arriving in China they are instructed in subject matter in English alongside Chinese students strengthening their English skills while staying in their home country. Elite American institutions in China focused on developing leadership (e.g., the Schwartzman Scholars, Hopkins-Nanjing Institute), as well as major Chinese universities, have no or comparatively low language requirements and award certificates and degrees based on work done in English. On the other hand, Chinese students coming to America turn in TESOL scores, often earned by extensive training in test-taking (e.g., New Oriental and



other commercial organizations) and qualify to engage in graduate and undergraduate study alongside, and in competition with, American students and international students from around the globe.

While the U.S. currently retains sufficient prestige to function as an equal, if not an advantaged, partner on the international stage, it is increasingly clear that our prolonged reluctance to pursue of an intimate knowledge of the “other” is costing us in terms of status and advantage in the world. It is from this perspective that the NEALRC is focusing its resources on developing and deploying advanced language capacities in the major languages of East Asia.

China, as the largest and most expansive country of the region, in terms of both politics and economy, attracts the largest portion of our resources; however, Korean and Japanese language issues at the advanced levels are progressing along similar lines. Demand for NEALRC attention and resources overwhelmingly comes from Chinese language issues and projects; however, we will continue to include key Japanese and Korean projects in the NEALRC’s purview.

Much of our attention arises from the language learning, teaching, and research activities of the OSU Department of East Asian Languages and Literatures (DEALL), which has successful programs with large majorities of non-heritage students in the fields of Chinese, Japanese, and Korean studies. At the undergraduate level, DEALL offers courses in Language, Literature, and Culture. At the graduate level, it has programs in Chinese and Japanese Language Pedagogy, East Asian Linguistics, East Asian Literatures and Cultures (MA and PhD), and Advanced Chinese Language and Culture (MA). DEALL offers both depth and breadth in a diverse variety of fields and sub-fields at the MA and PhD levels in Chinese and Japanese, and for undergraduate majors and minors in Chinese, Japanese, and Korean.

The 2013 Modern Language Association statistics (the latest published data) show that the

enrollment of OSU's Chinese courses is the second highest of all 4-year universities in the country (tied with UC-Davis after NYU); our Japanese enrollment is the 3rd largest in the Midwest (after Purdue University and the University of Wisconsin); and our predominantly non-heritage student Korean enrollments are the largest in the Midwest (excluding Global University and Midwestern Baptist Theological Seminary, which offer extensive online courses).

These East Asian language programs provide data used to design NEALRC projects. The Chinese program provides large data sets and an overarching instructional purpose for extended language programs—from raw beginners to post-program language use in career settings. Japanese provides examples of long-term program development and ongoing materials development projects. Finally, Korean is in the midst of program growth as this language shows an appeal that for the first time reaches well beyond the heritage learners that have traditionally filled most Korean language classrooms in American schools.

The NEALRC at The Ohio State University (OSU) has been involved in a continually expanding network of local, state, national and international relationships. Paced by a burgeoning need for Chinese language study, our Center has been increasingly partnering with local and national organizations to expand and improve instruction in Chinese while also increasing the emphasis on extending these activities to the instruction of Japanese and Korean. Mainstreaming Chinese language study has been an underlying goal for our center.

Our major resources for pursuing this strategy continue to be our key personnel, resources accumulated through past efforts, and our alliances with organizations oriented toward the same goals. For example, the National Chinese Language and Culture Coalition (NCLCC) is composed of organizations focused on secondary schools and Chinese heritage schools, whose members number in the low hundreds of thousands, providing a network of needs and ambitions and a

distribution system for NEALRC projects. We have also partnered with publishers such as Routledge and Hubei Changjiang Publishing and Media Ltd., as well as Chinese university presses to produce study abroad courses and textbook materials.

As a National Language Resource Center (LRC), the mission of the NEALRC is to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced capacities in East Asian languages.

**Plan of Management:** Experience is the NEALRC's most valuable resource. We have worked hard to maintain the contributions of our most productive and most knowledgeable personnel since 2011 and will conduct our programs and projects during the 2018-2021 funding period based on their devotion and capabilities. Under the procedures overseen by the OSU Office of Sponsored Projects, the Principal Investigator, Dr. Galal Walker, Professor of Chinese and Director of the NEALRC, brings over thirty years of experience and production in Chinese and LCTL language education to the implementation of our strategy. Dr. Glenn Martinez, Co-Principal Investigator, is Director of the OSU Center for Language, Literature, and Culture (CLLC) that houses the Loann Crane Advanced Language Institute (ALI). Dr. Minru Li, Assistant Director of the NEALRC, has been with the NEALRC since 2001, directing a wide-range of projects to completion and managing programs. Mr. Yang Yang, Director of Creative Technology, has recently joined us with an MA in Instructional Technology from Columbia University, working on a wide range of computer-based and web-based resources in East Asian languages. In addition to a Steering Committee which monitors the overall operations of the Center, two Consultant Committees bring broad perspectives to the planning and implementation of NEALRC activities. We will all monitor the progress of each project toward its stated goals and will report on final project results. General information about each project's progress, dissemination, and evaluation is shared with our OSU

and External Consultants. The NEALRC also provides each project director with *OSU NEALRC Project Director's Guidelines*, our Center's own annual guide to the benefits and responsibilities of directing projects funded through the NEALRC. The *Guidelines* contain important policies, dates and deadlines, and helpful information about the OSU NEALRC and the Title VI LRC program in general.

**Project Objectives:** The NEALRC has been focused on advanced skills since it was first designated a LRC in 1993. Taking three of the four Category Four languages as our target foreign languages, the relatively longer amount of time it takes Americans to learn Chinese, Japanese, and Korean has made increasing learning efficiency our core and long-term concern. The search for improved programs, materials, and study tools leading to advanced level skills in these languages has guided the activities of our Center and is the focus of our strategy.

Throughout the 2018-2021 cycle of the LRC grant, the NEALRC will focus on improving language programs in Chinese, Japanese, and Korean with the intention of providing the infrastructure for moving American students to advanced skill levels. While national numbers of language students have declined, local demand for Chinese and Japanese remains high and the numbers of Korean students are rising. Because of demand, we are engaged in more Chinese-oriented programs, especially those programs intending to lay the groundwork for Chinese as a mainstream language in American education. Improving language programs requires us to focus on developing their institutional bases, materials that support progress toward advanced skills, and online tools for learners and teachers as needed. Our projects for the proposed cycle fall into five general categories: 1) *Researching to better understand the use of East Asian languages beyond language programs*; 2) *Developing materials that support gaining advanced skills in East Asian languages*; 3) *Performance testing: Creating and maintaining online tools for learners and*

*teachers of East Asian languages; 4) Developing publications for use in teacher training, and 5) Conducting summer programs.*

To conduct these projects, the NEALRC takes advantage of modern cutting-edge technology to enhance the performance based approaches and to employ multimedia materials in almost all of our projects.

**1) Researching to better understand the use of East Asian languages beyond language programs:** For the 2018-2021 cycle of the NEALRC, we are looking to better understand the use of East Asian languages beyond formal instructional programs. Learners who have persisted in their studies to the most advanced levels of these “difficult” languages almost always have identified personal goals for doing so. We have considerable data about and experience with learners in the process of attaining high proficiencies and identifiable expertise in their chosen languages and cultures, but we are still struggling to learn how they utilize their languages after they have departed our programs. Students who finish undergraduate and graduate degrees are difficult to track. However, we do have some exceptional resources for doing research on career applications of East Asian language skills beyond the language programs. These resources are: 1) an advanced Chinese language and culture program that focuses on training young Americans to exhibit expertise in chosen academic or occupational domains and we regularly follow them onto their internships and subsequent workplaces, 2) proximity to MA and PhD programs in Chinese and Japanese language pedagogy with approximately 40 students who are increasingly interested in researching learners abroad and the occupational use of East Asian languages by former university students, 3) archived recordings of approximately 120 MA theses defenses in Chinese, and 4) access to advanced-level speech competitions in Japan under the aegis of the Hokuto Foundation.

**2) Developing materials that support gaining advanced skills in East Asian languages:** These projects focus on intermediate-advanced-superior levels of instruction and include two novel concepts in East Asian language study: *localization* and *domain*. Localization refers to providing instruction that reflects learning language and culture in a specific place, e.g., a specific city in China, Japan, or Korea, or a specific social situation, e.g., the transition from rural to urban life in China. Domain refers to content areas and career areas (e.g., medical services, tourism) or academic disciplines (e.g., economic development, conflict arbitration in minority communities). Materials are developed from texts or programs that are brought to us for development by potential producers, but we find that learning tools that accommodate unlimited electronic texts and add pedagogical assistance such as glossing or audio accompaniment are becoming more necessary as the interests of advanced students become more diversified and specialized.

**3) Performance testing: Creating and maintaining online assessment tools for learners and teachers of East Asian languages:** For testing in a foreign language for purposes of qualifying for placement in a program or applications for employment in this country, the NEALRC relies on established national testing services. For placement or employment abroad we direct students to the testing instruments preferred by the institutions of countries to which they are going. These tests—e.g., *Hanyu Shuiping Kaoshi (HSK)*, *Japanese-Language Proficiency Test (JLPT)*, *Test of Proficiency in Korean (TOPIK)*—are the “high stakes” tests that provide recognition but not explanation. The NEALRC seeks to provide “low stakes” tests that are ideally ubiquitous and analytical or transparent (i.e., reveals the reasons or bases for the results). These low stakes instrument can reveal how much of the vocabulary of a text you know or do not know (e.g., CAVO), or where you might place in a language program (CAAP) or put your performance in the context of a competitive game (Babel Dabble). Low stakes tests can be accessed on demand and can give

the learner (or teachers) a sense on whether to review or go on to the next stage of the program.

**4) *Developing resources for use in teacher training:*** The greatest challenges to teachers of East Asian languages in the coming decades are a) autonomous learning and b) domain expertise at the highest levels. Individualized Instruction (I.I.) in East Asian languages has been offered at OSU since the 1980's and is the motivation for the NEALRC computer applications of *Chinese: Communicating in the Culture* and *Japanese: the Spoken Language*. Later, we developed the online text *Pathway to Korean: Beginning Spoken Korean from Zero*. As the I. I. materials were utilized for classroom instruction, we focused our attention in student preparation leading to the instructional session—an early version of what has been termed the “flipped classroom.” To meet the above needs, the NEALRC designed two projects: “Archive of Presentations” and “Online Videos” for teacher training.

**5) *Conducting Summer Programs:*** The summer terms are usually reserved for intensive programs: a) SPEAC (Summer Programs in East Asian Concentration) offers intensive Japanese and Chinese at beginning and intermediate levels and an East Asian Pedagogy program biannually that is integrated with the language courses; and b) the Suzhou Summer Program: an intensive Chinese language program that offers three levels from post-first year to advanced. NEALRC provides materials (e.g., *Perform Suzhou* and *Action China!*) and regularly engages graduate teaching assistants who are Chinese Language Pedagogy students to plan research and materials projects.

**Resources and Personnel:** The NEALRC is located in the OSU College of Arts and Sciences, Center for Languages, Literatures, and Cultures (CLLC). The fiscal officer of DEALL manages the NEALRC's budget. Its organizational structure is designed to promote efficient and cost-effective administration and to have sustained contact with external and internal constituencies. Experience in completing a large number of projects has taught us that a streamlined internal

administrative structure consisting of the Director, Associate Directors, and Assistant Director allows us to be most successful. They, along with the Senior Adviser, Director of CLLC, and directors from DEALL form the Center's Steering Committee. The Center also draws on the expertise of the members of its OSU Consultant Committee and its External Consultant Committee. The administration, steering committees and consultant committees work together to most effectively and efficiently achieve the objectives of the NEALRC and, at the same time, keep colleagues informed about our Center's work.

The NEALRC is closely associated with DEALL, where Dr. Galal Walker serves as Professor, director of the eight-level Chinese language program, and director of the Chinese Language Pedagogy MA and PhD programs. The projects he participates in for the NEALRC coincide with his professional duties as a researcher, materials developer, program manager, and director of graduate studies. Altogether, there are seven full and associate professors of East Asian language pedagogy in DEALL. Most of them serve on the NEALRC boards and participate in the projects. There are also 23 graduate students in East Asian language pedagogy degree programs, who also participate in the research and development activities of the NEALRC and 8 graduate students in advanced Chinese language and culture, who assist in developing advanced level Chinese projects. For this reason, the NEALRC is able to complete many projects at very little cost, using the key skills of NEALRC personnel as manager and technical advisor on multiple projects to keep the focus on seeing projects through to completion.

**Equal Access and Nondiscriminatory Employment Practices:** The NEALRC continues to observe the policies of the OSU Office of Human Resources (HR doc. no. 1.10) and actively follows nondiscriminatory recruiting, hiring, and retention practices for all of its employees and associates. The NEALRC continues to encourage applications for employment by persons who



are members of traditionally underrepresented groups, including racial or ethnic minority groups, women, handicapped persons, and the elderly. The OSU CLLC, DEALL, and NEALRC have an excellent record for seeking and employing people with excellent qualifications and skills who are also members of traditionally underrepresented groups and persons with disabilities.

## **II. QUALITY OF KEY PERSONNEL**

The key personnel and participants in these projects are more fully described in the CVs located in the appendices. Here we present the roles of key personnel along with a brief characterization of their qualifications.

**Director and Principal Investigator:** Galal Walker will serve as the OSU NEALRC's chief administrator, ex-officio member of the National Consultant Board, and Chair of the Center's Steering Committee. Dr. Walker, professor of Chinese and director of the Chinese Pedagogy graduate program, will also serve as the lead on several projects as indicated in the Plan of Operation. The Director has responsibility for and will oversee all of the NEALRC's operations, projects, and activities. He has received national and international awards and recognition for his contributions to Chinese language study and international programs. Along with the Assistant Director, he will direct the Center's publication and outreach activities. He will work as Director of the NEALRC (50% time) and has been released from his departmental duties in order to fulfill this role. Since the 1980s, Dr. Walker has had a significant and distinguished role in developing the national capacity in less commonly taught languages. He has published extensive studies on language instruction focusing on Chinese, edited and authored prominent textbook series, and created and managed instructional programs from beginning to advanced levels. He has served on the Board of Visitors of the Defense Language Institute in Monterey (2012-2018), an advisor to the Director of Global Strategies at OSU, and director of the OSU Midwest US-China Flagship

and the East Asian Critical Language Scholarship Program (Department of State). He also serves as President of the Midwest US-China Association and Chair of the National Chinese Language and Culture Coalition (NCCLC, <http://nclcc.org>).

**Co-principal Investigator:** Professor Glenn Martinez, Director of Center for Languages, Literatures, and Cultures (CLLC), and former Chair of the Department of Spanish and Portuguese, will serve as Senior Adviser to the NEALRC, advising on all aspects of the Center, serving as a liaison with the other foreign language departments in the College of Humanities, designing and facilitating all aspects of the projects, especially the Globalizing STEM in Chinese/Spanish/English project, of the Center, and working with the non OSU elements associated with the projects. He will devote 5% of his time to NEALRC activities. Dr. Martinez has been active in foreign language instruction specializing in cross cultural studies and sociolinguistics regarding the heritage learners in the field of healthcare. His areas of research interest and expertise will make him a valuable resource for and participant in the Center's activities, especially the STEM program. He strongly supports the Chinese Flagship MA program by sponsoring its courses. In addition, he will be instrumental in helping disseminate the projects of the NEALRC to the field at large.

**Associate Director: Xiaobin Jian** (Associate Professor, DEALL, OSU). Dr. Jian, devoting 15% of his time to the NEALRC, will review all Chinese related projects and serve as principal on projects as indicated in the Description of Final Form below. From 2008 to 2012, he served as director of our China Center in Qingdao. In 2012 he became Associate Professor in DEALL. He has developed and taught a series of new courses focusing on cross-cultural education between the West and China: “Professional Research and Presentation in Chinese,” “Networking in China and America,” and “Points of View, Perspectives, and Presentations: Chinese Discourse on China-US

Relations.” He has administered the China Institutes in the US State Department Critical Language Scholarship Program (2012-2014) and served as Director of the China Capstone Year since 2007. Prior to that he was Director of Study in the China Program and Coordinator of Chinese Program at the College of William and Mary for over 10 years. He is the chief editor of the series of “Perform Chinese Cities,” including *Perform Suzhou*, *Perform Hangzhou*, and *Perform Guangzhou*. His expertise is in employing multi-media materials to teach Chinese as indicated in his resume and the projects he supervises in Final Form below.

**Associate Director: Mari Noda** (Professor, DEALL, OSU; PhD, Cornell University), Director of the OSU Japanese language program. Designating 15% of her time to the NEALRC, Dr. Noda will review all projects as a member of the Steering Committee and will serve as principal on Japanese projects as indicated in the Plan of Operations. She has been engaged in numerous teacher-training workshops for over 25 years, most notably as Director of OSU’s SPEAC (Summer Programs in East Asian Concentration). She is the content designer of two multimedia materials based on the three-volume series, *Japanese: The Spoken Language Interactive* (Eleanor H. Jorden with Mari Noda, Yale University Press). The CD-ROM Program (Yale University Press, 1998) is based on Part 1 and the DVD-ROM Program (with Masayuki Itomitsu, Yale University Press, 2008) is based on Parts 2 and 3. In addition to these material development and assessment projects, she is coauthor with Hiroshi Nara of a book entitled *Acts of Reading: Making Connections in Pedagogy of Japanese* (University of Hawaii Press) and with Matthew Christensen, of *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian languages* (NEALRC, OSU). Dr. Noda is Director of the Japan Institute for the Department of State East Asian Critical Language Scholarship Program since 2012. She is also President of Japan-America Society of Central Ohio Board of Directors and serves as the faculty advisor for

the Aikido Yoshokai and the Nihongo Osyaberi-kai at OSU.

**Associate Director: Danielle Ooyoung Pyun** (Associate Professor DEALL. PhD in Foreign and Second Language Education, OSU) will review all projects as a member of the Steering Committee and as principal on the Korean projects. Devoting 15% of her time to this project, Dr. Pyun will direct the development of the *Learning Korean by Songs* project. Dr. Pyun teaches undergraduate and graduate courses in Korean culture, language, and Korean language pedagogy. She specializes in Korean language pedagogy with particular interests in individual learner variables in second/foreign language learning and issues in inter-language pragmatics. She serves on the editorial board of the journal, *The Korean Language in America*.

**Assistant Director: Minru Li** (PhD OSU, 1996) will work full time under the direction of the Director and will assist in all operations, with special attention to tracking and evaluating the progress of the Center's projects. He will assist the Director in the production of all NEALRC communications, the management of Foreign Language Publications & Services, and outreach toward business, government, organizations, and educational agencies in China, Japan, and Korea. Dr. Li has taught widely in the Chinese language and culture programs of the University of Auckland and OSU. He is Secretary of the National Chinese Language and Culture Coalition, and had been production editor of the *Journal of the Chinese Language Teachers Association* until 2017 and a leader in the regional and national associations focused on Chinese heritage education.

**Director of Creative Technology: Yang Yang** (MA in Instructional Technology and Media, Columbia Univ.) is a full-time staff member working on the projects involving technology, which is nearly every project. He serves as the curator and manager of the numerous NEALRC video resources located on YouTube, Youku, and other cloud storage services. He works with the teams formatting print, developing digital, and designing the presentations of online resources for

individualized and distance instruction. He plays a crucial role in the production of instructional materials, from print to interactive digital media. He is instrumental to the online toolkit that includes Reader's Tools and Computer Adaptive VOcabulary Assessment (CAVO). He plays a key role in materials design and technology applications by not only implementing project members' ideas, but also by reimagining project concepts and offering project managers more creative options in implementing their projects.

**Fiscal Manager:** Kelly Geither, fiscal officer of the DEALL, will serve as fiscal manager of the NEALRC for 5% of her time. She will coordinate fiscal reporting and be the administrative liaison with the College of Arts and Sciences and Division of Arts and Humanities.

**Foreign Language Publications Manager:** Lauren Barrett, manager of FLPubs, serves as chief distributor of NEALRC materials and will devote 25% of her time to the production and distribution of NEALRC's products.

**Steering Committee:** The overall operations of the Center will be monitored by a Steering Committee consisting of the NEALRC Principal Investigator and Co-principal Investigator, Associate Directors, Assistant Director, and Chair of DEALL. The Steering Committee will advise the Director on all operations of the Center, from evaluating the progress and quality of individual projects to maintaining the Center's overall fiscal and administrative efficiency. The Steering Committee will meet twice a year to assess the Center's progress.

**Ohio State Consultant Committee:** This committee includes representatives from relevant fields at OSU: Director of Center for Languages, Literatures and Cultures, Professor Glenn Martinez; Director of East Asian Studies Center, Professor Etsuyo Yuasa; the Director of the Chinese Studies Institute, Professor Marjorie Chan; Director of the Japanese Studies Institute, Professor Hajime Miyazaki; and the Director of the Korean Studies Institute, Mitchell Lerner. The NEALRC will

convene an internal Consultant Committee meeting twice annually to help the Center identify and respond to the needs of other disciplines in the university in relationship to foreign languages and cultures; the NEALRC will draft a report of their comments and suggestions.

**External Consultant Committee:** Members of the External Consultant Committee represent the five main aspects outside East Asian academia. The purpose of this Committee is to give us perspectives and guidance from regions and career sectors that are impacted by American language education, but are not directly participating in it. Because of limited funds, we are inviting only five External Consultant Committee Members and asking them to interact by video conferences. The collective breadth of experience of our Committee members allows it to advise the Center on all aspects of its operations, to evaluate its effectiveness and impact, and perhaps most importantly, to provide an essential link for helping the field connect beyond borders and with non-academic sectors.

Professor Myungjin Kim, Dean of the International Education Center, Yonsei University; brings a vast experience managing exchanges between Korea and the USA. Professor Hiroshi Okuda, Director of the International Exchange Center, Himeji Dokkyo University, has a rich experience in international exchanges between Japan and China and the USA. Mr. James K. Chang, is CEO of the Global Knowledge Exchange, an instructional technology company that operates in the USA, Mainland China, and Taiwan. Dr. Patrick McAloon, PhD, is in business relating to education and cultural exchange. He will offer comments and suggestions from an entrepreneur's point of view. Professor Garry Fourman is an educator in the field of Germanic languages and cultures. His comments and advice from an "outsider's" viewpoint will be very valuable.

### **III. ADQUACY OF RESOURCES**

**The Ohio State University (OSU)**, a land grant institution, is among the largest and most

comprehensive universities in the US. According to the Autumn 2017 data, the 59,837 students who attend OSU's main campus in Columbus represent diverse state, national, and international populations. Although nearly 70% of OSU's students enroll as Ohio residents (41,482), more than 18,300 students come from other states and more than 6,400 come from other countries. The largest portion of OSU international students comes from East Asia; in 2017, 60% of those (3,869) are from China, up about 2.5 percent from 2016 figures.

**Center for Languages, Literatures and Cultures (CLLC):** The NEALRC is located in the CLLC, a facility focusing on the integration of technology into foreign language and cultural instruction. The CLLC brings together scholars and experts from across the university and from around the world to increase understanding of diverse cultures, expand competence in world languages, and investigate the impact and creative potential contained in established and emerging media technologies. The College of Arts and Sciences and the Division of Arts and Humanities has continued to support expanding and improving foreign language instruction in OSU and ensure that OSU continues to be a leading institution in foreign language education nationwide.

**Department of East Asian Languages and Literatures (DEALL):** OSU students interested in East Asia are privileged to have access to resources within one of the largest East Asian departments in the country. DEALL offers B.A., M.A., and Ph.D. degrees in Chinese and Japanese and a major in Korean. Full-time faculty (19), part-time (2), professional teaching staff (7), and a large group of Graduate Teaching Associates (approximately 25) offer instruction in a full line of courses. DEALL faculty includes seven foreign language pedagogy specialists in Chinese, Japanese, and Korean, all with specialized training and experience in conducting linguistic and educational research in addition to their training as educators. DEALL provides the NEALRC with the unusual resource of 23 graduate students (MA and PhD) in the pedagogy of East Asian

languages, out of 51 graduate students. These students participate in the creation and compilation of learning materials as part of their coursework, participation in advanced level language courses, and involvement in sponsored programs such as the SPEAC (Summer Programs in East Asian Concentration). Graduate students in Chinese language courses beyond the 6<sup>th</sup> year can also contribute to the development of Chinese language materials.

DEALL also offers several study abroad programs. OSU students can study at major universities in East Asia. DEALL and the NEALRC have established the OSU-Suzhou University Center that provides facilities for in-China undergraduate and graduate language programs and teacher training programs.

**The Loann Crane Advanced Language Institute (ALI)** is a new initiative of the College of Arts and Sciences, which is modeled on the Midwest US-China Flagship Program, responds to the Flagship's emphasis on redefining the traditional language major to include students in fields across the university. The purpose of the ALI is to recruit students with advanced language skills and disciplinary or domain focuses and provide them with the specialized knowledge that will allow them to function effectively as professionals in their chosen fields. The ALI is currently housed within the CLLC. ALI was funded with four yearly installments of 250k each beginning in 2014. The earnings on this endowment have been used to fund activities in the Advanced Chinese MA program and to seed the development of a cross-departmental certificate program in Translation and Interpretation.

**The Midwest US-China Flagship Program:** The two-year master's program is designed for upper-intermediate and advanced speakers of Mandarin Chinese who seek to achieve a superior level of proficiency and the capacity to use the language in professional settings. OSU is the only institution in the whole nation in which the MA students are required to write their MA theses in



Chinese and defend them in Chinese as well. Between 2006 and 2018, the OSU Midwest US-China Flagship Program graduated well over 100 students at ACTFL “superior” or ILR “Level 3” or beyond.

**East Asian Studies Center:** The EASC coordinates and supports research and instructional activities as well as assists in the development of relevant degree programs in EAS. It is also designated as a vehicle to transmit faculty expertise and university resources to the civic, educational, and business communities in our region.

**Individualized Instruction Center (I.I.):** The goal of individualized instruction (I.I.) is to give students the same instructional materials that are used in classroom courses, but to also allow students the flexibility to study at their own pace and on their own time, according to their personal needs. I.I. is a program that has been developing “flipped” instruction for nearly forty years as a response to the needs of autonomous learners.

**CLLC Hypermedia Studio:** This facility focuses on designing instructional presentations combining print, audio, and video. The studio’s staff members have worked on online Korean materials for I.I. and provided technical support for extensive interactive materials in Chinese and Japanese. This facility also facilitates video conferencing with Asia on a regular basis for thesis defenses, pedagogy workshops, and course exchanges.

**College of Arts & Sciences Technology Services (CAS Tech):** This team helps design dynamic Web sites, build stand-alone, interactive instructional programs, and produce original images and videos for teaching or research. For example, *Pathways to Korean*, a free online course in beginning Korean, and CAVO (*Computer Adaptive Vocabulary Assessment*), were put online and are technologically maintained and developed by this group in conjunction with the NEALRC director of technology. Additionally, the Digital Media Services Studio specializes in researching

and developing instructional technology projects aimed specifically at teaching foreign languages and cultures. The studio is currently working on projects in Chinese, Japanese, and East Asian humanities.

Although the NEALRC will avail itself of the many technology resources offered by Ohio State and its OSU partners, we will still actively seek partners and funding to enhance the development and dissemination of our technology projects, such as COSI (Center Of Science and Industry) in Columbus, Hubei Changjiang Publishing and Media Ltd. in China, and Korean Foundation in Seoul.

#### **IV. NEED AND POTENTIAL IMPACT**

Looking at five areas of activity—1) research, 2) materials development, 3) assessment, 4) teacher training, and 5) summer programs—the NEALRC projects over the next four years can be described in terms of needs, procedures, and impact. East Asian languages are famously grouped by governmental agencies as Category Four languages.<sup>1</sup> This identification is mainly used for budgetary purposes in the government: if an agency or school is to produce government personnel who can use the language in professional roles, they will need to provide 3-4 times the instructional resources to prepare them to meet those needs.<sup>2</sup> Civilian academic programs as a practice do not

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<sup>1</sup>1982. Judith E. Liskin-Gasparro. *ETS Oral Proficiency Testing Manual*. Princeton, N.J.: Educational Testing Service.

<sup>2</sup> U.S. government costs to train personnel to advanced proficiencies (DLPT) are difficult to pin down, but clearly exceed the costs of colleges and universities. For an estimate on the training of individual Foreign Affairs Officers in the military (\$354,427) you can see: Kurt D. Fife. 2017. *U.S. Military Communications with China: The Role of Chinese Language Training Programs in Shaping Future Capabilities*, PhD Dissertation. Ohio State University.

consider languages in fiscal terms and, thus, Category Four languages do not receive budgetary considerations from university administrators that differ appreciably from other foreign languages taught at a secondary or postsecondary school. A student of Chinese will have the same time to degree as a student of French. Advanced level Chinese classes have to meet the same enrollment standards as German classes and Japanese instructors are recruited and assigned in pretty much the same way as with any other foreign language. So, developing students of East Asian languages who reach advanced levels of proficiency or domain expertise by the time they earn a degree requires special intensity and planning. Academic institutions have some advantages over the government's language schools who have to consider national security issues: we can send students abroad to reside in close contact with native speakers, we can bring our students into close contact with students from the country they are studying without considering security risks, we can find internships and jobs abroad where our students experience daily life in the language and culture they are studying, and we can send to off to do extensive research on aspects of the language, culture, and society. Perhaps most importantly, we accept students based on their abilities and interests without having to accept them as employees. Our focus is on providing pathways and opportunities for American students to reach advanced skills with the awareness that failing to reach advanced skills in a language and culture almost always results in the eventual loss of the capacity to communicate in the language. We face immediate demands from both academic and non-academic sectors, with the demand for Chinese language assistance dominating our interactions inside and outside academics. Our strategy, developed out necessity, is to meet the more important needs of the Chinese field and spread those efforts to the Korean and Japanese language fields as demand and capacity permit.

### **1) Research: Projects Focus on Learners Who Reach the Advanced Levels of Skills**

There is an urgent need to train advanced learners of East Asian languages to serve the country. Researching what is expected of our students to succeed in East Asian language and culture and what are the most effective methods and programs to prepare them to meet those expectations are the surest ways to prepare Americans to meet the needs. The NEALRC is developing research projects that look beyond language programs. Final products will, in return, improve materials design and classroom practices.

**1. *Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture.*** Dr. Xin Zhang (Oberlin College), editor, is developing a book project with Routledge that addresses programmatic issues. This volume includes contributions from Ohio State, University of Mississippi, Wofford College, Hamilton College, and Texas Christian University and focuses on the application of language and culture knowledge by advanced CFL (Chinese as Foreign Language) learners and relates that to program design and uses of assessments.

This volume is based on observational research of young Americans in workplaces in China, on the nature of assessments for recognizing successful non-native interactions in Chinese workplaces, and on creating the optimum learning opportunities in China with institutions in China. This volume targets the growing need for Western countries to increase the effectiveness of training persons working either in or with Chinese business or governmental organizations.

**2. *Understanding Intercultural Misunderstanding,*** by Dr. Xizhen Qin (University of South Florida). This book will be a bilingual introduction to observing, identifying, and analyzing events of intercultural communication. The purpose is to understand miscommunication as offering ways to improve materials, instruction, and assessment of learner interactions with native speakers. It will guide Chinese natives to understand what non-natives need to learn in order to create good relationships in China. Based on a successful book published in China in 2018 and adopted by the

National Hanban to train their teachers, Dr. Qin will produce a bilingual volume, *Understanding Misunderstanding*, that explains how CFL learners and native interlocutors must adjust their expectations in order develop and sustain relationships in Chinese. We will seek to co-publish this book with a publisher in China since the intended audiences will be in the two countries.

**3. *Looking at Teaching from Learning: Revisiting Chinese Language Instruction***, by Dr. Yongfang Zhang (Wofford College). This study addresses the tradition of Chinese language instruction as being based on the teacher delivering knowledge to students. It analyzes learning processes and constructs teaching practices that reflect how adult students learn to communicate in Chinese as a foreign language. This will eventually be delivered as a bilingual text for native Chinese readers. The author assumes the traditional Chinese teacher perspective as being the purveyor of classroom knowledge and demonstrates how to create student performance-based classrooms to effectively enable the students to gain the ability to put their knowledge into action. This, too, is intended to be a co-published book with audiences in both China and America.

**4. *Performed Culture in Action: Case Studies from Chinese Language Classrooms***, by Dr. Jianfen Wang (Berea College). A practical description of teaching culture and language moves to beginning and intermediate level CFL learners. This volume is intended to demonstrate beginning and intermediate students can be set on the pathways to advanced communications in Chinese by learning how to perform in the classroom.

**5. *Presentation of Self and Concepts in Advanced Japanese***. Mari Noda (OSU) has completed an analysis of over four decades of Japanese speech competition winners, identifying successful rhetorical moves and native audience reactions. This will be focused on the design of classroom and program activities to prepare students to exhibit these skills.

**6. *The Role of Visualization in Learning to Perform in Chinese***. Rachel Wayne (Bishop

Ready HS, Columbus). A discussion of how visualization helps organize memory and behavior in speaking a foreign language. Includes a discussion of how learning to communicate in another culture parallel in some ways the training of certain individuals on the autism disorder spectrum to improve communication in their family and friends' circles.

## **2) Developing Materials That Support Gaining Advanced Skills in East Asian Languages**

The NEALRC has a record of producing innovative materials in Chinese, Japanese, and Korean. *Chinese: Communicating in the Culture* is a beginning to intermediate level instructional suite (interactive DVD, print text, audio, and video programs) that instructs spoken Chinese with an introduction to the Chinese writing system (both traditional and simplified). Japanese members recently published *Japanese: the Written Language* (Yale). Korean has *Pathways to Korean* which remains NEALRC's most popular online learning resource. Our goals is to produce materials that fit a serious, if not popular, need, with an emphasis on learner autonomy and advanced-level skills.

**1. K-12 Globalizing STEMM: Design and Project Plan**, Galal Walker, Glenn Martinez, (OSU); Yong Lang (University of Texas Rio Grande Valley). We intend to design and develop a large-scale and ubiquitously distributed online program of STEMM materials in Chinese, English, and Spanish to sustain bilingual STEMM cohorts in these language regions. This resource will be used to raise funding to build the following. Starting by organizing STEMM and language organizations in support of creating interacting groups of STEMM students at the secondary level, this proposal will focus on students learning to communicate in Chinese, English, or Spanish on the broad domains of Science (Solar System and Earth), Technology (computational), Engineering (design and environment), Mathematics (modeling), Medicine (health and disease). Combining the expertise of STEMM educators, science educators, and foreign language learning experts, we will develop a full-fledged instructional design to create international cohorts who can

communicate concerning STEMM topics between these three largest language groups. This plan is being developed through a coalition of foreign language expertise groups, STEMM educators and organizations, schools with stable language programs, instructional technology labs, and international education and business organizations. The goal will be to develop academically accurate content that is broadly acceptable in topical and cultural terms, design a widely accessible delivery system, compile and design an instructional program bridging from one-on-one study to face-to-face performance, provide transparent learning assessments, acquire and develop visualizations and experiments—both online and in classrooms and design distribution networks in the three languages.

This is the most ambitious project ever undertaken by the NEALRC. Our goal is to create extensive online instruction in selected STEMM subjects that practices “re-conceptualizing major systems. One example of this is comparative ways of stating the number systems to characterize the relative sizes of natural phenomena (e.g., the solar system, the estimated number of stars in the Milky Way, the smallest object measurable by science). We will create online materials to sustain in-class experiments, observations, and discussions. Our ultimate goal is to create international cohorts that can participate in joint study abroad programs or video conferences with discussions and experiments in environmental studies as the goal. This project is based on two basic ideas: that secondary students from different cultures and languages can develop relations around the study natural phenomena, and that learning that basic concepts (i.e., numbers) are expressed differently in different languages. During this cycle, we will develop a proposal containing the scope, the design, the content, the activities, the technology, and the assessments necessary to seek international sponsors to set up the development labs.

***2. Materials Supporting Advanced Skills*** consist of three sub-projects:

**2. a) Perform “City” Series:** Localizing Chinese study abroad intermediate to advanced print and audio. Xiaobin Jian (OSU), Jianfen Wang (Berea College), and Jessie Junqing Jia (Hamilton College). Spoken and written content that is designed to elicit intermediate to advanced communicative performances on-site, so students in Suzhou, China, are learning lessons that reference actual places, the local transportation systems, and local food. *Perform Suzhou* is being released by Routledge and Suzhou University Press in 2018. Materials in process of publication in 2019 are *Perform Hangzhou* and *Perform Guangzhou*. Another project, *Perform Wuhan*, is being negotiated with a Wuhan area organization. While not direct conversions from one locale to another, there are many physical and cultural elements in these materials that can be repeated, revisioned, and reenacted in each unique setting. Learners gain by being able to relate their lessons to their immediate community and local publishers gain by having a text and electronic materials reflect local institutions and practices. Also, as is the case with *Perform Suzhou* at OSU, students can use these materials to be familiar with the site of their summer program. The *Perform* series of intermediate to advanced language texts provide opportunities to combine classroom studies with the study abroad locale. We are preparing *Perform Hangzhou* with Zhejiang University and in discussions with other locations throughout China. We provide different cities in China with a locale-oriented language textbook and a certain amount of satisfaction for parts of China that usually see everything focused on Beijing or Shanghai. We hope locations throughout China will be encouraged to invite students from abroad to study Chinese in their cities. We also intend to provide the opportunity to prepare students for study abroad in a particular city so they arrive familiar with the locale and ready for more advanced, perhaps “domain” studies. Authorship is distributed to an Ohio State professor, graduate students, local academic, and perhaps an official from the local Propaganda Bureau.



**2. b) Lesson Plan for Chun Cao (Spring Grass)** by Zhini Zeng (University of Mississippi), based on a novel (by Qiu Shanshan) which is available in print and on the Reader's Tool (with audio). It is also accompanied by a 33-segment television drama. The lesson plans for a one-year course, first focusing on developing oral narrative skills and then on producing written narratives, will be available online and in print in 2019. All outside-of-China rights have been attained and the NEALRC is in discussion with its new owner to make the video available in China since we have numerous requests to use these materials by programs in China. These materials have been used in five US colleges and universities as field tests. Although these materials are considered too advanced for most Chinese language programs, we are finding more and more schools with the desire to use these completely native materials.

**2. c) Lesson Plan for Kanshangqu Hen Mei (Beauty in Memory)** Jianfen Wang (Berea College) Based on a graphic novel and an accompanying film, the author will publish lesson plans and a study guide targeted at 3rd- and 4th-year Chinese students. The basic materials are available as follows: the graphic novel in print and Reader's Tool (script only), the video "Little Red Flowers" is commercially available, and the original novel is commercially available in print and e-book formats. These materials present a close look into modern Chinese culture by one of the most famous and controversial fiction writers in China. Starting with the graphic novel has the benefit of iconically distinguishing spoken Chinese (in speech bubbles) and written Chinese (in rectangles or open page text) in a rich visual context. Learners can respond to the print, or the illustrations, or both. After gaining familiarity with the story and the language of the graphic novel, the film and original novel will be integrated into a presentation of reading, analyzing, and discussing a modern author and his reception by a contemporary audience and readership. In addition to the language gain, these materials offer a thorough knowledge of modern Chinese

literary activity—both from the production and the reception perspectives.

**3. *Bilingual Advanced-level Materials.*** The NEALRC seeks to support advanced learners developing specialized capacities, “domains,” in the language they are learning. We have produced audio-augmented electronic texts presented in our Reader’s Tool. Some of these items have also been published as bilingual print editions. Zhou Youguang’s *The Historical Evolution of China’s Languages and Scripts* is an example of the latter. In the coming cycle, we will co-publish two items with Hubei Changjiang Publishing and Media Ltd:

**3. a) *Chinese Economy in the New Era*** by Dr. Zou Lixing (Vice-President of the Research Institute, China Bank of Development). This is an account of China’s economic miracle in a bilingual edition by a scholar who has had a front row seat for decades. This publication will be made available through print and the Reader’s Tool and will fill a constant need to inform young Americans on how the China economy continues to pace the world in development.

**3. b) *Zhuangzi: A Bilingual Edition***, translated by Dr. Victor Mair (University of Pennsylvania). This seminal text of the Daoist tradition will be co-published with Hubei Changjiang Publications as a bilingual text. (Rights to the original translation have been purchased from Hawaii University Press). Classical and literary texts play an important role in bringing CFL learners to the advanced levels. Chinese culture is self-aware of its ancient sources and the ability to recognize and prudently repeat conventional language from the tradition is an asset for a foreigner participating in meetings and formal events in China.

**4. *Action Korean***, by Dr. Pil Ho Kim and En Jun Ko (OSU). Korean language courses are gaining in non-heritage students. Over ninety percent of OSU Korean classes are non-heritage whereas in the past Korean language was dominated by students with Korean surnames. Without a family to engage in Korean conversation, a consequence of this change in the students is a

growing need for extracurricular opportunities to speak the language outside of class. *Action Korean* is designed to provide the material support for a regularly scheduled Korean Table. The purpose is to present a series of situations a KFL (Korean as Foreign Language) learner could expect to encounter in Korea around which to build a performance regimen. Moderated by an experienced spoken Korean teacher, *Action Korean* can serve as a manual for presenting meaningful interactions that not only show expected behaviors but also discussions about the cultural expectations that make these behaviors effective when socializing in Korean society. Drawing on the experiences of *Action Japan!* and *Action China!*, this project will deliver a text, video clips, and a website that can accommodate Q&A and additions.

**5. *NihonGO NOW! Teacher Preparation***, by Dr. Mari Noda (OSU). This is a website that presents annotated video clips of FACT and ACT classes to accompany *Nihon GO NOW!* (a forthcoming Routledge publications). The performed culture approach divides classes into FACT (introduction and explanation to new material) and ACT (learner demonstrations of the language and cultural features of a lesson). This set of online materials will provide a core set of suggestions and demonstrations of classroom activities and will be designed to accommodate additions from the field as experience using *NihonGO NOW!* expands.

**6. *Reader's Tool: Autonomous Learning Objects and Electronic Text and Audio Program***: by Galal Walker, Yang Yang (OSU). This project provides complete Chinese texts of course materials (e.g., Zhou Youguang's *The Historical Evolution of Chinese Languages and Scripts, Perform Suzhou*) accessible through request for password or directly selected at the webpage, depending on the level of rights the NEALRC holds for the various items. The texts are accompanied by an audiobook version and can be copied into CAVO (*Computer Adaptive Vocabulary Assessment*) to access complete glossing and to subject the original text to

automatically generated vocabulary tests.

**7. *Maintenance and Promotion of Online Programs***, by Yang Yang, and Eva Dale (OSU).

The NEALRC produced Free Online Resources, which are well received by the users. With the help of OSU Arts and Sciences College Technology Services (ASC Tech) to take care of daily operation of these websites, the NEALRC will keep these programs running and promoting them to serve more learners of East Asian languages.

**7. a) *Pathway to Spoken Korean*** is designed for students with no previous exposure to the Korean language. For self-study, these materials are composed of a “head-start” package, a print, audio program and video program.

**7. b) *At Home in Japan*** is especially useful for programs sending students on study-abroad in Japan.

**7. c) *TPTV (Trans Pacific TV)***. This aims to train learners’ listening comprehension in Chinese media discourse on current events concerning various aspects of Chinese social, cultural, economic and political life with special focus on issues related to US-China relations.

### **3) Performance-based Assessments**

The development, application, and dissemination of performance testing is crucial to knowing the progress of learners of East Asian languages and the effectiveness of our language programs. The NEALRC makes a distinction between the “high stakes” standardized test that qualifies language learners for academic programs or for government employment and the “low stakes” test that informs the learner and the learners’ program of progress and specific areas of difficulty or achievement. The NEALRC regularly directs students to testing opportunities that demonstrate their qualifications for employment or promotion to programs that have proficiency requirements. *Language Testing International OPI* testing applies to most American programs; however, the

*Hanyu Shuiping Kaoshi (HSK)* might be required for a program in China, the *Japanese-Language Proficiency Test (JLPT)* might be preferred for a program in Japan, programs in Korea might request the *Test of Proficiency in Korean (TOPIK)*, and the *Defense Language Proficiency Test (DLPT)* might be the best way to certify qualifications for governmental employment. Because we regularly deal with students seeking to use their East Asian language skills to improve their career choices and prospects for advancement, the NEALRC keeps informed about the administration of these tests that produce ratings—but without explanatory information.

The NEALRC itself focuses on providing “low stakes” assessments that inform learners and programs of progress in the studied language and, as much as possible, provide immediate and transparent results to the learner and/or the learner’s program. There may be a point in the application of “low stakes” assessments where a learner’s autonomy and the program’s evaluation needs do not coincide—that testing and feedback is directed more to the learner than the instructors. It is possible that assessment can become a competitive game that learners play with each other. The following are the assessment instruments that the NEALRC provides, maintains, develops, or otherwise contributes to the production of or distribution of.

**1. Collaborative Articulation and Assessment Project (CAAP) Chinese project:** CAAP is a long-term OSU based collaboration between secondary and post-secondary language programs to understand and inform about articulation. Early assessment measures are proficiency-based exams in French, German, Spanish and Chinese. The exams measure writing, reading, listening, and speaking skills. The exams are administered by over 300 high school teachers at 150 schools as audio and print tests and returned to Ohio State’s Center for Languages, Literatures, and Cultures (CLLC) for grading and reporting back to students on their performances on the exams with

recommendations on university course placements. The NEALRC contributes to the expansion and revisions of test items for the Chinese exams.

**2. *Chinese Computer Adaptive Listening-Comprehension Test (CCALT)*:** Developed by Chuanren Ke and Zizi Zhang (University of Iowa), the CCALT provides instant ratings based on the ACTFL rating scales. Although the development language of the test is no longer supported and further development is unlikely, the instrument is currently useable to estimate listening skills for placement and program monitoring purposes.

**3. *Chinese: Communicating in the Culture Unit Tests*:** by Galal Walker and Yang Yang (OSU). Each unit concludes with a self-test that instantly presents the grade and reviews the errors. This item is presented on a DVD which is compatible with PC's but is no longer supported by Apple iOS. It is used as a design model for self-achievement test over a given part of a text and is generally used to demonstrate good and bad features of self-test construction. It includes questions on listening comprehension, structure, situations, and vocabulary.

**4. *Computer Adaptive VOcabulary assessment (CAVO)*:** Galal Walker, Yang Yang (OSU). **Vocabulary is the biggest problem for advanced Chinese learners.** CAVO is a multi-functional instrument focused on engaging vocabulary in large segments of text. It consists of a “text analyzer” that accommodates Chinese electronic texts (from Internet or other sources), presents words and phrases by frequency so that the main expressions can be identified and learned, and accommodates the entire text in an environment in which words, expressions, and conventional sayings are identified in English and Chinese definitions. This function permits learners to encounter large segments of text and enables teachers to assign larger amounts of texts for class and enables students to include greater amounts of text in research projects. This aspect of CAVO is open to all users. CAVO also has a registered component that can allow teachers (or learners)

to automatically generate a variety of vocabulary tests on the content of a text copied into the system. Teachers can assign such tests before class and get an idea of how a class is dealing with the vocabulary of a given assignment.

**5. *Babel Dabble: An Online Learning and Assessment Tool.*** Mr. Briun Greene (Co-founder, Nimble Lingo, CA), Cong Li and Yang Yang (OSU). Mr. Greene has developed the concept of “competitive calligraphy” as a means to increase the speed of learning the Chinese writing system. He will cooperate with the NEALRC to adapt the software as a Chinese language acquisition tool and a performance based assessment tool for the Chinese language. Babel Dabble is a gamified combination of Words With Friends, Xbox Live, and the Spelling Bee, but for learners of Chinese. It is the first real-time, digital, and global competitive calligraphy platform. *Competitive calligraphy* means Chinese character writing competitions, *real-team* means that multiple users and classrooms will see the same prompts at the same time regardless of location, *digital* means that responses will be tracked on a canvas through a trackpad or touchscreen instead of on the traditional chalkboard or whiteboard, and global means that any individual user or classroom can connect and compete with any other user or classroom.

#### **4) Teacher Training and Developing Effective Teaching**

The Director and Associate Directors of the NEALRC, as tenured faculty in the Department of East Asian Languages and Literature, are all professionally focused on East Asian language pedagogy. In addition to maintaining large undergraduate language programs in Chinese, Japanese, and Korean, each of these professors is engaged with language pedagogy on the graduate level. This program is a humanities-based approach to language through socialization to the East Asian cultures with which our students are preparing to engage. Graduates from this program play

important roles as language faculty wherever these languages are taught, mostly in the United States but also in East Asia.

**1. *Archive of Presentations for Teacher Training:*** Galal Walker and Mari Noda (OSU). The NEALRC has archived approximately 200 hours of American students presenting and defending MA theses in Chinese. Professor Galal Walker is drawing on an archive of Chinese MA theses and defenses before native audiences to identify the effective and ineffective features of presentations.

Professor Mari Noda is researching the electronic archives of the Hakuho Foundation's International Speech Contest in Japanese (ISCJ), dating back to the 1960's.

The intent is to research how nonnative speakers interact with native speaker audiences and through research build a training regimen that the teachers can draw on to improve instruction and for the students to improve their public speaking before native audiences.

**2. *Online Videos for Teacher Training:*** Li Yu (Williams College), Donglin Chai (Loyola University Maryland). A series of video clips can be classified into two major categories: a) "Theories" in the classroom are reflected in approximately 30 videos of instructional sessions, and b) "teaching techniques," which includes classroom activities such as pronunciation, drills, and elicitation, etc. This website will be useful for teacher training purposes.

## **5) Summer Language Programs in Columbus and Suzhou**

Summer break offers the best opportunity for learners of East Asian languages to take intensive programs. The NEALRC faculty are actively taking the lead in the summer program and also allow these summer programs to use the learning materials produced by NEALRC.

**1. *SPEAC (Summer Programs in East Asian Concentration):*** Mari Noda (OSU). For decades, with cooperation and support from the NEALRC, DEALL has offered intensive Japanese



and Chinese during the summer. This is often accompanied by an Individualized Instruction option that permits learners to adjust their language study to their own schedules.

**2. *Suzhou Intensive Chinese Language Program:*** Xiaobin Jian (OSU) leads three levels of the intensive Chinese language program of: 1+, 4 and 5. Particular emphasis is placed on developing appropriate cultural behavior, the ability to perform effectively in frequently encountered cultural contexts and interpersonal communication skills. The program utilizes a community-based learning approach that requires participants to interact with locals in the Suzhou area in meaningful ways. Each participant will have a Chinese language partner. Ninety percent of instruction is in Mandarin Chinese. Suzhou is a mid-size city, ideal for experiencing the so-called "real China."

## **V. LIKELIHOOD OF ACHIEVING RESULTS**

The best assurance of achieving results is a record of past achievements. NEALRC brings with it the success of the OSU CLLC, the expertise and reputations of OSU faculty members working in foreign languages in the DEALL and in the College of Arts and Sciences, and over 25 years of experience as a Language Resource Center—the sole LRC which has focused on advanced studies in East Asian Languages and Cultures. The national impact of NEALRC personnel, programs, and the dissemination of products described earlier in this proposal indicate the Center's success in reaching its goals, and its capacity to influence the field of East Asian language study nationwide. It is with these distinguished experts and resources that we will continue to positively influence this field. Equally important are the resources that can be drawn on, the quality of the Center's key personnel, its administrative structure, its project management expertise, and its fiscal acumen. Our strengths in these areas provide an infrastructure designed to achieve results and bring to fruition the projects described in this proposal.

The NEALRC has five strategic groups of projects for this proposal period: research, materials development, assessment, teacher training, and summer programs. These are ambitious undertakings and exceed the funding provided by the grant. What makes their completion feasible are the extensive OSU resources to which we have access, a top-notch NEALRC management and technical support team as well as Arts and Sciences technology resources and those of the CLLC. We also benefit from the volunteer participation of many DEALL faculty as well as major researchers in the field from other universities because our projects conform to their research interests.

The NEALRC is organizing the 2018-2021 funding around our project managers: Dr. Minru Li and Mr. Yang Yang. Dr. Li has successfully managed 15 volumes of the *Pathways to Advanced Skills* series to completion—several with multiple authors—has populated 6 websites with relevant content from numerous sources, and has worked with national organizations (in and out of academics) involved with all East Asian languages. He has experience working with all five categories of projects we have proposed. Mr. Yang will provide the designs and manage the implementation of major projects. For both Li and Yang, these projects have involved working with development groups of up to sixty persons from different institutions in at least four countries. Because of the Center's reputation in the field, nationally and internationally, the NEALRC can collaborate with various individuals and organizations to get jobs done. For example, the NCLCC disseminated our products, partner presses co-published books with the Center and covered the print costs, and scholars produced high quality books, videos and edited products without charging the NEALRC. The collaborations not only assist the NEALRC in publishing but also in providing an opening to a huge market for the NEALRC in terms of dissemination.

Their experience and understanding of the process of bringing projects to their conclusion

and our track record of project completion in previous cycles makes us confident that the projects in this proposal will become products and will conform to the guidelines that we have set forth. It is their experience and understanding of the process of bringing projects to their conclusion that provides the confidence that the many projects in this proposal will become products, according to the timeline.

## **VI. DESCRIPTION OF FINAL FORM OF RESULTS (PROJECTS AND PRODUCERS)**

### **1) Research**

*1. Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture*, year 1-4. Dr. Xin Zhang (Oberlin College) along with contributions from OSU, University of Mississippi, Wofford University, Hamilton College, and Texas Christian University. Using observational research conducted on young Americans working in China, they will publish a collection of articles to facilitate the training of working either in or with Chinese business organizations. The book will be co-published with another press.

*2. Understanding Intercultural Misunderstanding*, year 1-4. Dr. Xizhen Qin (University of South Florida) will co-publish a bilingual book with Foreign Language Teaching and Research Press to assist non-native speakers of Chinese to develop and maintain relationships in Chinese. It will also help non-natives deal with miscommunication, not only in language, but also in culture.

*3. Looking at Teaching from Learning: Revisiting Chinese Language Instruction*, year 1-4. Yongfang Zhang (Wofford College). This study will produce one bilingual book that analyzes the learning processes and constructs teaching practices on adult students learning Chinese from both the point of view of the student as well as the teacher. The NEALRC will look for a partner press to publish it.

***4. Performed Culture in Action: Case Studies from Chinese Language Classrooms*, year 1-**

4. Dr. Jianfen Wang (Berea College) will produce a volume on performing in the classroom and its effects on advanced communications in Chinese. The ideal readers are both teachers and graduate students and learners of advanced level Chinese language and culture.

***5. Presentation of Self and Concepts in Advanced Japanese*, year 1-4.** Mari Noda (OSU). A book of research to analyze over four decades of Japanese speech competition winners, making particular note of successful rhetorical moves and audience reactions. This book will be useful to learners trying to make a presentation and to teachers training such students.

***6. The Role of Visualization in Learning to Perform in Chinese*, year 1-4.** Rachel Wayne (Bishop Ready HS, Columbus) will produce a study to discuss how visualization helps organize memory and behavior in speaking a foreign language. It will include a discussion of how learning to communicate in another culture parallel in some ways the training of certain individuals on the autism disorder spectrum to improve communication in their family and friends' circles.

## **2) Materials Development**

***7. K-12 Globalizing STEMM: Design and Project Plan*, year 1-4.** Galal Walker, Glenn Martinez (OSU); Yong Lang (University of Texas Rio Grande Valley) This ambitious project looks to create extensive online instruction in selected STEMM subjects that practices manipulating major systems. The ultimate goal is to facilitate collaboration between international cohorts; having them participate in joint study abroad programs, video conferences, and discussions and experiments with a focus on environmental studies. Starting by organizing STEMM and language organizations in support of creating globally interacting groups of STEMM students at the secondary level, this proposal will focus on students learning to communicate in Chinese, English, or Spanish in the broad domains of STEMM.

**8. *Materials Supporting Advanced Skills*** will produce 4-5 books and audio programs:

**8. a) *Perform “City” Series***, year 1-4. Xiaobin Jian (OSU), Jianfen Wang (Berea College), and Jessie Junqing Jia (Hamilton College). After publishing *Perform Suzhou*, this team will produce *Perform Hangzhou*, and *Perform Guangzhou* in next four years. As is the case with *Perform Suzhou* at OSU, students can use these materials to become familiar with the site of their summer program.

**8. b) *Lesson Plan for Chun Cao (Spring Grass)***, year 1-2. Zhini Zeng (University of Mississippi). The NEALRC is in discussion with Foreign Language Teaching and Research Press to co-publish this book in print and online. There are an increasing number of schools with the desire to use these completely native materials.

**8. c) *Lesson Plan for Kanshangqu Hen Mei (Beauty in Memory)***, year 1-3. Jianfen Wang (Berea College). This book is also expected to be co-published by our Center and another press. An e-book will be online, together with the original publication and the graphic novel.

**9. *Bilingual Advanced-level Materials*** refer to two publications:

**9. a) *Chinese Economy in the New Era***, year 1-3. Dr. Lixing Zou (Vice-President of the Research Institute, China Bank of Development). Based on his three books regarding the modern Chinese economy, the author will summarize the essential points and data into this book and make it a bilingual one to be used as learning materials in their “domain studies” for the advanced learners of Chinese language and economy and/or business.

**9. b) *Zhuangzi: A Bilingual Edition***, year 1-2, translated by Dr. Victor Mair (University of Pennsylvania). It is our honor to invite Dr. Mair to work with us on this important bilingual edition of the influential Daoist Classics. This book, together with the previous one, will be co-published by the NEALRC and Hubei Changjiang Publishing and Media Ltd..

**10. Action Korean**, year 1-4. Dr. Pil Ho Kim and En Jun Ko (OSU). To provide the material support for a regularly scheduled Korean Table, this project will produce a text, video clips, and a website that can accommodate Q&A and additions. Moderated by an experienced spoken Korean teacher, Action Korean can serve as a manual presenting meaningful interactions that not only show expected behaviors but also discussions about the cultural expectations that make these behaviors effective when socializing in Korean society.

**11. NihonGO NOW! Teacher Preparation**, year 1-4. Dr. Mari Noda (OSU). This is a website that presents annotated video clips of FACT and ACT classes to accompany a new type of learning materials *NihonGO NOW!* This set of online materials will provide a core set of suggestions and demonstrations of classroom activities and will be designed to accommodate additions from the field as experience using *NihonGO NOW!* expands.

**12. Reader's Tool: Autonomous Learning Objects and Electronic Text and Audio Program**, year 1-4. Galal Walker and Yang Yang (OSU). This project provides complete Chinese texts of course materials, accompanied by an audiobook version and can be copied into CAVO to access complete glossing and to subject the text to automatically generated vocabulary tests.

**13. Maintenance and Promotion of Online Programs**, year 1-4. Yang Yang and Eva Dale (OSU). Three Free Online Resources on the NEALRC website will be maintained, operated, and promoted by the Center and ASC Tech to better serve the users: **a) Pathway to Spoken Korean**, **b) At Home in Japan**, and **c) TPTV (Trans-Pacific TV)**, representing Korean, Japanese, and Chinese, representatively.

### **3) Performance-based Assessments**

**14. Collaborative Articulation and Assessment Project (CAAP) Chinese Project**, year 1-4. Rebecca Bias and Minru Li (OSU). Organized by OSU CLLC and NEALRC, the exams measure

writing, reading, listening, and speaking skills of the local high school students, administered by local high school teachers. The students participated in the exams will get recommendations on university course placements. The NEALRC contributes to the expansion and revisions of test items for the Chinese exams.

**15. *Chinese Computer Adaptive Listening Test (CCALT)***, year 1-4. Prof. Chuanren Ke and Zizi Zhang (University of Iowa). The CCALT provides instant ratings based on the ACTFL rating scales. The instrument is currently used to estimate listening skills for placement and program monitoring purposes.

**16. *Chinese: Communicating in the Culture Unit Tests***, year 1-4. Galal Walker and Yang Yang (OSU). It is used as a design model for self-testing over a given part of a text and is generally used to demonstrate good and bad features of self-test construction. It includes questions on listening comprehension, structure, situations, and vocabulary.

**17. *Computer Adaptive VOcabulary Assessment (CAVO)***, year 1-4. Galal Walker and Yang Yang (OSU). A multi-functional online instrument focused on engaging vocabulary in large segments of text. In addition to the part open to all users. CAVO also has a registered component that can allow teachers (or learners) to create a variety of vocabulary tests.

**18. *Babel Dabble: An Online Learning and Assessment Tool***, year 1-4. Briun Greene (Nimble Lingo, CA), Cong Li, and Yang Yang (OSU). This is the first real-time, digital, and global competitive calligraphy platform. It's a Chinese language acquisition tool and a performance based assessment tool. This program will be functional on the website, tablets, and mobile Apps, by individual user or schoolmates in classroom

#### **4) Teacher Training and Developing Effective Teaching**

**19. *Archive of Presentations for Teacher Training***, year 1-4. Galal Walker and Mari Noda

(OSU). Approximately 200 hours of American students presenting and defending MA theses in Chinese, and electronic archives of the Hakuho Foundation's International Speech Contest in Japanese (ISCJ), dating back to the 1960's, form a useful database and a website for teachers and graduates to do research and to train teachers.

**20. *Online Videos for Teacher Training***, year 1-4. Li Yu (Williams College) and Donglin Chai (Loyola University Maryland). A website offering video clips to the teachers and graduate students in two major categories: a) "Theories" and b) "teaching techniques."

### **5) Summer Language Programs in Columbus and Suzhou**

**21. *SPEAC (Summer Programs in East Asian Concentration)***, year 1-4. Mari Noda (OSU). This offers intensive Japanese and Chinese during the summer and accompanied by an Individualized Instruction option that permits learners to adjust their language study to their own schedules.

**22. *Suzhou Intensive Chinese Language Program***, year 1-4. Xiaobin Jian (OSU) leads the intensive Chinese language program of three levels: 1+, 4 and 5, focusing on local cultural behavior and the ability to perform effectively in frequently encountered cultural contexts.

**Effective Dissemination:** NEALRC will continue to expand the dissemination of our products and resources. We have the following main venues for dissemination:

a) FLPubs is a producer and distributor of books, audio programs, and multimedia language materials of East Asian languages developed by NEALRC, with an online payment system. FLPubs will continue playing a key role in developing and distributing materials for NEALRC;

b) Conferences, workshops, and public events. NEALRC's investigators organized or attended conferences, workshops, and public events, presented papers, talks, displayed our publications at booths, and distributed items to teachers, students, administrators, and the general public. We will



continue to use all the possible opportunities to distribute our products;

c) Websites, YouTube, YouKu, Facebook, Twitter, Instagram are used by NEALRC to disseminate materials;

d) Emails and telephones are other two main means to promote our publications and materials. The NEALRC has built our own email mailing list to keep in touch with our partners and users.

e) The NEALRC established and maintained a broad and efficient networking with local, national, and international organizations to distribute the information of NEALRC resources. Among the organizations reached were: American Association of Teachers of Korean (AATK), American Association of Teachers of Japanese (AATJ), Chinese Language Teachers Association (CLTA), Chinese Language Association of Secondary-elementary Schools (CLASS), Council on East Asian Libraries (CEAL), and National Chinese Language and Culture Coalition (NCLCC), in which there are over 370,000 students in total. These organizations are a very powerful venue for information distributions.

f) The well-established networking over the years sponsored by Title VI grants is an invaluable asset to the distribution of the LRC resources, and we will continue strengthening and developing this network.

## **VII. EVALUATION PLAN**

Following the Guidance of GPRA Measures, the NEALRC will undergo both formative and summative evaluations, using a variety of appropriate qualitative and quantitative measures that we will report regularly on the IRIS Reporting System and to our other constituencies. We will collect data to fill in the Performance Measure Forms periodically. The project directors will conduct evaluations of the different projects undertaken during the funding period and will invite an independent program evaluator to evaluate the effectiveness of individual projects and the

operations of the center as a whole. As for management of evaluation, its data collection and analysis will be the responsibility of the NEALRC Assistant Director. The collection of surveys and feedback will be scheduled and reported to the granter semi-annually or annually. The timeline of evaluation can be found in the Appendix. The data collected will be subjected to a variety of careful analyses from which conclusions will be drawn about the effectiveness of the NEALRC's programs and projects.

*Outcome based:* Following the Guidance of GPRA Measures, the NEALRC's evaluation is outcome based. First, the evaluator will review whether the goals and objectives are effective and clearly stated. An outcome-based approach will help the evaluator examine whether these project goals, objectives and outcomes contribute to achieving the objectives of funded activities under the categories of research, materials development, assessment, teacher training, and summer programs, respectively. In reviewing these outcomes, we will pay special attention to the users of our projects: teachers, students, administrators, decision-makers, and the general public. We will collect their feedback about, and impact of, our projects by evaluating the quality, usefulness, and relevance of our projects. In sum, the evaluation of the outcomes will be integrated with the whole process of our Center's operations and will be scheduled at appropriate times during the next cycle.

*Data collection and analysis:* The NEALRC has an excellent record in data collection, which will be a good resource to identify the baselines for the project evaluation. In the next cycle, data collection will continue to be one of the most important routine activities of the Center. We focus on collecting data in the following categories: 1) Distribution data through OSU Foreign Language Publications; 2) Website hits; 3) Email networking for data collection through local, national, and international organizations such as NCLCC, CLTA, CLASS, CSAUS, NCALCS, AATK, and AATJ; 4) Data from government agencies and educational administrators; 5) Conferences and

workshops; 6) Meeting minutes and other documentations; 7) Feedback from the users through surveys, student course evaluations and evaluations of learning materials. Where possible, all the data can be transferred into digital formats, which are easy to interpret, store, and present through charts and PPT.

*Systematic evaluation:* The NEALRC has a strong record in program evaluation. *Evaluating Foreign Language Programs: Context, Content, and Change*, published and disseminated through FLPubs, provides an in-depth guide to the evaluation process and is used to guide the evaluation of the NEALRC. *An Evaluation of OSU's Foreign Language Individualized Instruction Programs*, an extensive review of programs in Arabic, Chinese, French, German, Japanese, and Russian by Foreign Language Center at OSU, is also useful to the evaluation.

The NEALRC has invited Dr. Hiroaki Kawamura, an experienced and expert program evaluator, Chair of Department of Language and Culture at The University of Findlay, to serve, in this next cycle, as an independent evaluator to be responsible for the evaluations of our programs and projects. In terms of content evaluation, we will invite scholars and experts in each related field to conduct anonymous peer reviews of the publications produced through the grant. As members of evaluation panel, they will evaluate products prior to publication to ensure the quality of these products. Under the guidance of evaluation experts in program and content, we will employ appropriate and effective approaches, such as formative and summative formats, to conduct the evaluations and make them objective, meaningful, quantifiable, and helpful to our current and future operations.

*Formative evaluation:* In consultation with our evaluation experts, the NEALRC Steering Committee will monitor the progress of individual projects and the fiscal and organizational efficiency of the NEALRC. Ms. Kelly Geither, fiscal officer of the DEALL, will work with the

OSU Office of Sponsored Programs to monitor monthly financial reports, with tools including project management software, university budgetary tracking systems, and regular feedback. Twice a year, the director will prepare a report to the OSU Consultant Committee, and every two years, to the External Consultant Committee. The Director will ask the two Consultant Committees to assess the progress of the individual projects and to comment on the overall effectiveness, efficiency, dissemination and national impact of our projects.

*Summative evaluation:* During the 2018-2021 grant period, the NEALRC will compile the internal and external evaluations (e.g., annual reports, journal reviews of textbooks and monographs) and invite selected persons and organizations involved in East Asian language and culture studies to comment on the effectiveness and impact of its work annually. As indicated earlier, we have invited Dr. Hiroaki Kawamura to visit the NEALRC in the first, second and fourth year; this independent evaluator will review our reports, interview our project personnel and partners and NEALRC stakeholders, discuss future directions, and report to the CLLC, DEALL and the LRC Granter.

*Conducting evaluations and key personnel responsible:* Evaluation activities will necessarily take place at several different levels: individual projects, categories of projects, evaluation of the Center's activities and operations as a whole, and assessments of the NEALRC's impact on the study of Chinese, Japanese, and Korean in our local region and the United States. Formative and summative evaluations have been built into each project and have been designed to provide multiple sources of evidence and points of view. For each project we have identified five evaluation factors: (1) the purpose of the project; (2) criteria for achieving that purpose; (3) sources of the evaluation; (4) methods of data collection; and, (5) collection and reporting schedule. In other words, we will make explicit "what" we want to accomplish, "how" we will know when it

is accomplished, “where” are we getting the information, “how” we will collect the information, and “when” we will do it. These data will include ethnographic and quantitative indicators of impact and quality and will involve ongoing and end-of-project evaluation.

In the NEALRC, a group of key personnel guarantee the success of the evaluations. The Director will author reports and responses to the outside evaluators. The NEALRC assistant director will be tasked with maintaining a monthly log of the projects and managing the evaluations, and the director will review, approve these logs and oversee the evaluations. The manager of Foreign Language Publications is responsible for the dissemination data collection and analysis; and the Director of Creative Technology will collect data pertaining to websites and online programs. The NEALRC Fiscal officer is in charge of financial reports; Directors of each project, the Steering Committee, and the OSU Advisory Committee and National Advisory Committee will review the data and the evaluations, and offer their comments and suggestions to the operations of the Center based on the evaluations.

*Users’ evaluations:* Users of our projects and programs are one of the most important evaluators of our projects. NEALRC will have 50% of its projects and programs evaluated by users. The list of project-user evaluations is also in the Appendix.

We will use appropriate forms of evaluation, including surveys, focus groups, interviews, course and materials evaluations. The evaluation will cover the following areas: who was impacted by the projects and programs, what impact was detected, (when, where, and the degree of the impact), what their comments and suggestions are, focusing on quality, relevance, and usefulness of our projects and programs. To ensure objectivity, we will record and document these answers of the evaluations anonymously and then ask a panel of content reviewers or program evaluators to do analyses. Reports of these evaluations will be submitted to the Granter in our semi-annual

and annual reports.

*Independent evaluator's evaluation:* 50% of our projects and programs will be assessed by independent evaluators including program and content evaluators. The list of projects/programs evaluations by independent evaluators is in the Appendix. In addition to what we constantly receive advice from our external evaluator, we will invite professional evaluator(s) to conduct evaluations on key projects and the NEALRC's overall operations annually or biannually, depending on the capacity of the budget. The program and content evaluators will write reports on the results of their evaluations and submit the reports to NEALRC and Granter.

*Evaluation of efficiency:* NEALRC will design a special evaluation on this aspect and integrate it as an important part of our program evaluation. The NEALRC Fiscal Officer and officers of OSU Office of Sponsored Programs will be responsible for the data collection; and our invited program evaluator, together with the Steering Committee and Consultant Committees, will contribute to this evaluation.

*Timeline of the evaluations:* In the Appendix, we scheduled the evaluation of each project. Here we would like to explain the rationale behind the time allocation: 1) collection of data and communication with customers are year-round and constant activities; 2) we scheduled the continuing projects from last cycle to be evaluated in the first group in year one of the cycle; 3) since a good number of projects will be implemented by year four, we will conduct interim survey or evaluation on some projects; and 4) the independent evaluator's work is scheduled to begin with a project overview and evaluation procedures in the first year and then evaluations undertaken in year two and four. The timeline will help the NEALRC keep projects on track toward achieving its goals. The evaluation plan will definitely help NEALRC improve its performance and adjust the project plans in a timely manner.

## **VIII. BUDGET AND COST EFFECTIVENESS**

The 2018-2021 budgets for the NEALRC are mostly assigned to salaries for two key personnel, Dr. Minru Li and Mr. Yang Yang. The Plan of Operation is built on projects that 1) strengthen research, 2) increase available materials in these languages that bring learners to advanced levels of language and culture skills, 3) provide performance testing online tools for learning, teaching, and assessing language skills in Chinese, Japanese, and Korean, 4) offer online video and multimedia materials for teachers training and 5) conduct summer programs. The two individuals whose salaries are funded by our budget are experienced in managing and contributing to the successful completion of projects in research, materials development, and computer-based study resources. The NEALRC has gone to considerable lengths to keep these two individuals working in our Center because they are the key personnel overseeing projects to their completion, including products, programs, and papers.

Using NEALRC resources to manage projects works because the NEALRC is located at the CLLC, and is closely associated with the DEALL. OSU has a long history of taking foreign language learning and teaching as a serious academic matter. It has promoted and granted tenure to successful foreign language researchers and teachers for several decades. The university offers world-class facilities for the teaching of languages and cultures and supports undergraduate majors in many languages and graduate programs in foreign language pedagogy. The College of Arts and Sciences has recognized the Loann Crane Advanced Language Institute (ALI) as a core strategic program and has accepted initial funding from Loann Crane for whom this new institute is named. By combining language learning with professions, OSU sets the bar for language learning and teaching at the highest levels among American universities. The CLLC has provided technology-based facilities for teaching and connecting classrooms around the world, expert development

assistance in digital, video, and audio production, and an excellent dissemination facility in the Foreign Language Publications, under the management of Ms. Lauren Barrett.

DEALL currently has seven tenured professors specialized in the pedagogy of Chinese, Japanese, and Korean. It has language programs that offer learners up to eight levels of courses, with each level being equivalent to a year. DEALL has a flourishing graduate program in Chinese and Japanese language pedagogy, with graduates through the PhD going on to professorships in a wide range of universities in America and abroad. Currently 23 out of 51 graduate students specialize in the MA and PhD programs in pedagogy. DEALL is home to the Midwest US-China Flagship Program that currently enrolls 8 graduate students in its two-year advanced Chinese language and culture MA program leading to ACTFL “Superior” ratings, and theses written and defended in Chinese. Over one hundred Americans have graduated from that program and have gone on to work in Chinese-related jobs in government, NGOs, and private business.

This rich environment provides the NEALRC access to an extensive resource of experts in the field of East Asian languages pedagogy—from nationally- and internationally-engaged full professors to graduate students in both language and pedagogy. The projects presented in this proposal reflect the professional interests of our professors, their graduate students, and their colleagues at well-known universities and government institutes—both here and abroad—as well as the College and Department’s focus on advanced language and culture skills. These projects address what DEALL faculty and other faculty such as Victor Mair (University of Pennsylvania), Li Yu (Williams College), Yong Lang (UT-RGV) and Garry Fourman (Columbus State) think are major needs and issues in the learning and teaching of East Asian languages. Their willingness to participate and contribute to these projects is part of the value the NEALRC brings to the national need for more Americans learning to work in East Asian languages.



These professors bring important skills and expertise to our projects. The great value of the NEALRC is its capacity to manage multiple projects of varying complexity and bring them to a completion, thus providing the field with new knowledge, new materials, and new tools for bringing Americans to higher levels of language and culture knowledge.

## **IX. COMPETITIVE PREFERENCE PRIORITIES**

**Priority #1:** The NEALRC focuses on advanced skills in Chinese, Japanese, and Korean. These are all on the Department of Education’s list of Less Commonly Taught Languages and in the category of critical languages on the CLS website (<http://www.clscholarship.org/languages>).

**Priority #2:** The NEALRC has a long-term relationship with Professor Yong Lang, Professor of Applied Linguistics at University of Texas—Rio Grande Valley involving program evaluation and materials development projects. UT-RGV is an MSI, a majority Hispanic serving institution with a large bilingual student population. Our project “Globalizing STEMM in Chinese/Spanish/English” indicates that our work benefits the MSI, its teachers and students, by introducing the new method of teaching and learning, and new applications of interdisciplinary studies in terms of STEMM. The NEALRC is also working with Columbus State Community College on the problem of articulation with OSU and other college Chinese programs. This involves using the CAAP data to inform this collaboration. Moreover, the NEALR’s collaboration with Northern Virginia Community College is beneficial to their students and teachers. In addition, the NEALRC is meeting this **Invitational Priority** by working with two national Chinese-heritage organizations, CSAUS and NCACLS, to develop a campaign to strengthen the teaching and learning of Chinese language and culture in the USA.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

NEALRC\_List\_of\_CVs\_20181037724892.pdf

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**The Ohio State University  
National East Asian Languages Resource Center**

**A List of CVs (2018-2021)**

**By Last Name (except two Principal Investigators)**

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#### PRINCIPAL INVESTIGATORS

Galal Walker	Chief Principal Investigator .....	1
Glenn Martinez	Co-Principal Investigator.....	5

#### ASSOCIATE DIRECTORS OF NEALRC

Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36
Mari Noda	Associate Director of NEALRC, Japanese .....	72
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#### ADMINISTRATION

Minru Li	Assistant Director of NEALRC .....	56
Lauren Barrett	Manager, FL Pubs .....	11

#### STEERING COMMITTEE

Galal Walker	Director of NEALRC.....	1
Glenn Martinez	Co-PI, Director of CLLC .....	5
Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36
Mari Noda	Associate Director of NEALRC, Japanese .....	72
Ooyoung Pyun	Associate Director of NEALRC, Korean .....	79
Mark Bender	Chair, DEALL.....	12
Minru Li	Assistant Director of NEALRC .....	56

#### OHIO STATE CONSULTANT COMMITTEE

Glenn Martinez	Chair, Spanish and Portuguese Department.....	5
Etsuyo Yuasa	Director of EASC and Institute for Chinese Studies .....	98
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Marjorie Chan	Director of Institute for Chinese Studies .....	19
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James Chang	CEO of Global Knowledge Exchange (Technology) .....	21
Garry Fourman	Chair of Foreign Language Department, Columbus State Community College (Germany) .....	26
Myungjin Kim	Dean, International Education Center, Yonsei University (Korean) ..	44
Patrick McAloon	CEO, SinoConnect, LLC (Business) .....	68
Hiroshi Okuda	Professor, Himeji Dokkyo University.....	78

### TECHNOLOGY TEAMS

Timothy Smith	Chief Information Officer, College of Arts and Sciences .....	84
Eva Dale	Web Services Director.....	26
Abhijit Varde	Assistant director for technology .....	89
Sujan Manandhar	Distance Learning and Technology Manager .....	66
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### INDEPENDENT EVALUATOR

Hiroaki Kawamura	Chair, Dept. of Language and Culture, University of Findlay.....	39
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### DEVELOPER TEAMS BY CATEGORY OF PROJECTS

#### Research

Galal Walker	Director of NEALRC.....	1
Glenn Martinez	Chair, Department of Spanish and Portuguese .....	5
Mark Bender	Department Chair, DEALL.....	12
Rebecca Bias	Assistant Director, CLLC .....	15
Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36
Yong Lang	Professor, University of Texas – Rio Grande Valley .....	48
Minru Li	Assistant Director of NEALRC .....	56
Yu-Lan Lin	Executive Director of CLASS.....	58
Mari Noda	Professor of Japanese, DEALL .....	87
Ooyoung Pyun	Associate Director, NEALRC.....	94
Dali Tan	Associate Professor, Northern Virginia Community College.....	87
Yongfang Zhang	Assistant Professor, Wofford College .....	104
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Junqing Jia	Assistant Professor, Hamilton College.....	34
Xizhen Qin	Associate Professor, University of South Florida .....	82
Yong Lang	Professor, University of Texas – Rio Grande Valley .....	48
Zhini Zeng	Assistant Professor, University of Mississippi .....	100
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#### Materials Development

Galal Walker	Director of NEALRC.....	1
Baocai Jia	Executive Director of CLASS.....	32
Minru Li	Assistant Director of NEALRC .....	56
Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36

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Eun Jung Ko	PhD student.....	45
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Victor Mair	Professor, University of Pennsylvania .....	63
Mari Noda	Associate Director of NEALRC, Japanese .....	72
Ooyoung Pyun	Associate Director of NEALRC, Korean .....	79
Donglin Chai	Visiting Affiliate Assistant Professor, Loyola University Maryland..	17
Cong Li	PhD student in pedagogy, DEALL.....	52
Jianfen Wang	Assistant Professor, Berea College .....	91
Zhini Zeng	Assistant Professor, University of Mississippi .....	100
Junqing Jia	Assistant Professor, Hamilton College.....	34
Xin Zhang	Visiting Assistant Professor, Oberlin College .....	102
Li Yu	Associate Professor, Williams College .....	96
Lixing Zou	Vice-President, Research Institute of China Development Bank .....	106
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Sujan Manandhar	Distance Learning and Technology Manager .....	66
Paul Kotheimer	ASC Technology Services .....	47
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## Assessment

Galal Walker	Director, NEALRC.....	1
Jane Bachnik	Research Fellow, Sophia University, Tokyo .....	9
Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36
Chuanren Ke	Professor, Dept. of Asian Languages and Literature, U. of Iowa .....	42
Minru Li	Assistant Director of NEALRC .....	56
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Junqing Jia	Assistant Professor, Hamilton College.....	34
Cong Li	PhD student in pedagogy, DEALL.....	52
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Timothy Smith	Chief Information Officer, College of Arts and Sciences .....	84
Eva Dale	Web Services Director.....	26
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Sujan Manandhar	Distance Learning and Technology Manager .....	66
Paul Kotheimer	ASC Technology Services .....	47
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## Teacher Training

Galal Walker	Director of NEALRC.....	1
Glenn Martinez	Director of Center of Language, Literature, and Culture .....	5
Xiaobin Jian	Associate Director of NEALRC, (Chinese) .....	36

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Ooyoung Pyun	Associate Director of NEALRC, (Korean) .....	94
Minru Li	Assistant Director of NEALRC .....	56
Lauren Barrett	Manager, FL Pubs .....	11
Yu-Lan Lin	Former President of CLASS .....	58
Baocai Jia	Executive Director of CLASS.....	32
Li Yu	Associate Professor, Williams College .....	96
Timothy Smith	Chief Information Officer, College of Arts and Sciences .....	84
Eva Dale	Web Services Director.....	26
Abhijit Varde	Assistant director for technology .....	89
Sujan Manandhar	Distance Learning and Technology Manager .....	66
Paul Kotheimer	ASC Technology Services.....	47
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## Summer Program

Galal Walker	Director of NEALRC.....	1
Mari Noda	Associate Director of NEALRC, (Japanese) .....	87
Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36
Minru Li	Assistant Director of NEALRC .....	56
Li Yu	Associate Professor, Williams College .....	96
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## DESSEMINATION

Galal Walker	Director of NEALRC.....	1
Minru Li	Assistant Director of NEALRC .....	56
Xiaobin Jian	Associate Director of NEALRC, Chinese .....	36
Mari Noda	Associate Director of NEALRC, Japanese .....	72
Ooyoung Pyun	Associate Director of NEALRC, Korean .....	79
Lauren Barrett	Manager, FL Pubs .....	11
Guoqing Li	Professor, Chinese Studies Librarian .....	54
Shelly Nutter	Program Coordinator, CLLC .....	76
Yu-Lan Lin	Executive Director of CLASS.....	58
Shen Liu	President, CSAUS .....	60
Steve Chang	President, NCACLS .....	23
Rebecca Bias	Assistant Director, CLLC .....	15

Curriculum Vitae  
**GALAL WALKER**

**EDUCATION**

- 1982 Ph.D., Cornell University, East Asian literatures (*Towards a Formal History of the Chuci*. 1982 Ph.D. Dissertation).  
1972 M.A., Cornell University, East Asian literatures.  
1969 B.A. University of Texas-Austin, linguistics and economics.

**ACADEMIC EMPLOYMENT**

**Ohio State University**

- 1999-present Professor, Department of East Asian Languages and Literatures.  
1995-1996 Interim Chair, Department of East Asian Languages and Literatures.  
1990-1999 Associate Professor, Department of East Asian Languages and Literatures.  
1980-1989 Assistant Professor, Department of East Asian Languages and Literatures.

**PROFESSIONAL SERVICES**

- 2016-present Chair, National Chinese Language and Culture Coalition  
2007-present Board of Advisors, Defense Language Institute, Monterey, CA.  
2006-2012 Principal Investigator, National K-12 Chinese Flagship Program, Ohio State University.  
2005-present Director, National Chinese Flagship Program, Ohio State University.  
2005-present Member of Task Force of International Strategy, Ohio State University.  
2002-2005 Editorial Board, *Foreign Language Annals*.  
2001 Department of Education, Proposal Review Panel, Washington DC.  
2000-present Board of Advisors, Foreign Language Center, Brigham Young University.  
2000-present Board of Advisors, Center for International Business Education and Research, Fisher College of Business, Ohio State University.  
1999-present Director, National East Asian Language Resource Center, Ohio State University.  
1998-2000 President, National Association of Self-Instruction Language Programs (NASILP).  
1997-1999 NASILP President elect.  
1996-1999 Chinese Language Teachers Association Executive Board.  
1995-1996 Interim Chair, Department of East Asian Languages and Literatures, Ohio State University.  
1995-1996 Executive Committee, *Ad hoc* International committee.  
1989 Guest Editor, Journal of the Chinese Language Teachers Association, May issue.  
1987-1988 President, NASILP.  
1987 Founder/Organizer, Chinese Curriculum Consortium.

**SELECTED PUBLICATIONS**

***Textbooks, audio programs:***

- 2011 *Chinese Out of the Box*. Foreign Language Publications and Hubei Changjiang Publishing Group.  
2004-2007 *Chinese: Communicating in the Culture*, vol.1-4. Foreign Language Publications, Columbus, OH.



Appendix I  
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**Audio Programs:**

- 1993        *Beginning Romanian*, with Rodica Botoman. Audio program with 20 tapes, Ohio State University Press.
- 1988        A Self-study Introduction to Beginning Mandarin Chinese. Audio program with 52 tapes.

**Computer Assisted Instruction:**

- 1983        “Chinese PARAGON Authoring System.” Developed with Center for Teaching Excellence. Computer Based Instruction.

**Edited Volumes:**

- 2013        *Individualized Instruction in East Asian Languages*. Etsuyo Yuasa, ed. Pathways series no. 14. Foreign Language Publications
- 2012        *Teaching and Learning Korean as a Foreign Language*, Andrew Byon and Danielle Pyun, editor. Pathways series no. 13. Columbus, Foreign Language Publications.
- 2010        *The Pedagogy of Performing Another Culture*. Pathways series, no. 12. Foreign Language Publications
- 1996        Reference guide for spoken Cantonese by Roxana Sukyee Fung. Kaleidoscope: A course in intermediate to advanced spoken Cantonese. Foreign Language Publications.
- 1996        Kaleidoscope: Images and index by King Szeto. Kaleidoscope: A course in intermediate to advanced spoken Cantonese. Foreign Language Publications.
- 1996        Teacher’s Guide for Spoken Cantonese: Context and Performance, by Matthew Christensen. Kaleidoscope: A course in intermediate to advanced spoken Cantonese. Foreign Language Publications.
- 1996        *Spoken Cantonese: Context, and performance* by Roxana Sukyee Fung, Matthew B. Christensen. Volume 5. *Kaleidoscope: a course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications
- 1996        *Spoken Cantonese: presentation and context*, by Roxana Sukyee Fung, Matthew B. Christensen, and Xiaobin Jian. Volume 4. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.
- 1995        *Spoken Cantonese: Acquisition and presentation*, by Matthew B. Christensen and Roxana Sukyee Fung. Volume 3. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.
- 1995        *Spoken Cantonese: Performance and acquisition*, by Matthew B. Christensen and Xiaobin Jian, Volume 2. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.
- 1994        *Spoken Cantonese: Context and performance*, by Xiaobin Jian with Matthew Christensen. Volume 1. *Kaleidoscope: A course in intermediate to advanced spoken Cantonese*. OSU Foreign Language Center, Foreign Language Publications.

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**Pathways Series:**

- 2013 *Individualized Instruction in East Asian Languages*. Etsuyo Yuasa, ed. Pathways series no. 14. Foreign Language Publications
- 2012 *Teaching and Learning Korean as a Foreign Language*. Andrew Byon and Danielle O. Pyun, ed. Pathways series, no. 13. Columbus, Foreign Language Publications
- 2010 *The Pedagogy of Performing Another Culture*. Galal Walker, ed. Pathways series, no. 12. Columbus, Foreign Language Publications
- 2006 *NFLC Guide for Basic Chinese Language Programs*. Second Edition. Cornelius Kubler, editor. Pathways series no. 3. Columbus, Foreign Language Publications.
- 2006 *Performed Culture: An Approach to East Asian Language Pedagogy*. Matthew Christensen and J. Paul Warnick. Pathways series no. 11. Columbus, Foreign Language Publications.
- 2006 *Evaluating Foreign Language Programs: Content, Context, Change*. Diane W. Birckbichler, editor. Pathways series no. 10. Columbus, Foreign Language Publications.
- 2005 *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture*. Eric Shepherd. Pathways series no. 9. Columbus, Foreign Language Publications.
- 2003 *The Historical Evolution of Chinese Languages and Scripts*. Zhou Youguang, trans. Zhang Liqing. Pathways series no. 8. Columbus: Foreign Language Publications.
- 2002 *Advances in Japanese Language Pedagogy*. Hiroshi Nara, editor. Pathways series no. 7. Columbus: Foreign Language Publications.
- 2002 *Difficult Characters Interdisciplinary Studies of Chinese and Japanese Writing*, Mary Erbaugh, editor. Pathways Series no. 6. Columbus: Foreign Language Publications.
- 2000 *The Pedagogy of African Languages*, Antonia Schleicher and Lioba Moshi. Pathways Series no. 5. Columbus: Foreign Language Publications.
- 1997 *Learner Text and Context: An Arabic perspective*, Mahdi Alish. Pathways series no. 4. Columbus: Foreign Language Publications.
- 1997 *NFLC Guide to the Basic Chinese Program*, National Endowment for the Humanities Chinese Language Task force, Cornelius Kubler, chair. Pathways Series no. 3. Columbus: Foreign Language Publications.
- 1996 *Chinese Pedagogy: An Emerging Field*. Scott McGinnis, editor. Pathways Series no. 2. Columbus: Foreign Language Publications.
- 1995 *Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers* Galal Walker and Scott McGinnis. The Ohio StateUniversity, Foreign Language Publications, Pathways Series no.1.

**Articles/chapters (selected):**

- 2014 “美国对外汉语教学：转变期的教学法，语言文化学习及研究生培养” December, 世界汉语教学学会通讯. 北京.
- 2004 “Principles on Performed Culture Approach (part II)”. Galal Walker and Jianqi Wang. Beijing Foreign Languages University: *Overseas Chinese Language Teaching and Learning Report*. 2-11, No. 7.
- 2004 “Principles on Performed Culture Approach. (Part I). Galal Walker and Jianqi

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- Wang. Beijing Foreign Languages University: *Overseas Chinese Language Teaching and Learning Report*. 7-13, No. 6.
- 2003 “Chinese Teaching and Cultural Exchanges between China and the United States”. Galal Walker and Minru Li. Beijing Foreign Languages University: *Overseas Chinese Language Teaching and Learning Report* 4-11, No. 3.
- 2000 “Performed Culture: Learning to Participate in a Foreign Culture.” *Foreign Language Policy and Pedagogy*. Richard Lambert, ed. Benjamin: New York.
- 1999 “Remembering the Future: Compiling Knowledge of Another Culture.” *Reflecting on the Past to Shape the Future*, Diane Birckbichler and Robert Terry, eds. ACTFL Foreign Language Series.
- 1996 “Design for an Intensive Chinese Curriculum.” *Chinese Pedagogy: An Emerging Field.*, Scott McGinnis, ed., JCLTA Monograph Series no.2.
- 1995 “Learning Less Commonly Taught Languages: An Agreement on the Basis for the Training of Teachers,” with Scott McGinnis. The Ohio State University, Foreign Language Publications, Pathways Series no.1.FLP01.
- 1991 “Gaining Place: Less Commonly Taught Languages in American Schools.” ACTFL Priorities for the 90’s (November 1989), ACTFL Annals (April).

**GRANTS AND AWARDS**

- 2014-2018 Department of Education, Title VI Grant. National East Asian Languages Resource Center (NEALRC).
- 2013 Association of Departments of Foreign Languages Award for Distinguished Service to the Profession, Modern Language Association
- 2012 Chinese Language Teachers Association, “Walton Lifetime Achievement Award.”
- 2010-2014 Department of Education. National East Asian Languages Resource Center.
- 2008-2012 Department of Defense, Chinese Flagship Programs (Undergraduate).
- 2006-2012 Department of Defense, Chinese Flagship Programs (K-12).
- 2006-2009 Department of Education. National East Asian Languages Resource Center.
- 2005 Department of Defense, Chinese Flagship Programs (MA).
- 2003 “China Language and Culture Friendship Award” by Ministry of Education, P.R. China. An international award to six recipients this year, the first one in the U.S. as well as in the English speaking world.
- 2002-2005 Department of Education (\$1,432,000), NEALRC.
- 2002 Fulbright/Hayes Group Study Abroad (\$50,000), US/China Links.
- 2002 Freeman Foundation. (\$1,996,459) with Julia Andrews, Strengthening Chinese Studies at The Ohio State University.
- 2001 National Security Education Program (\$15,000), National Flagship Program Feasibility Study.
- 2000 Challenge Grant, National Endowment for the Humanities (\$600,000), World Media and Culture center.
- 1999-2002 Grant, National Foreign Language Resource Center, Department of Education, OSU FLC (\$960,000).
- More than twelve additional grants and awards.

Curriculum Vitae  
**GLENN A. MARTÍNEZ**

**EDUCATION**

- 2011 MPH Social and Behavioral Health. School of Rural Public Health. Texas A&M Health Science Center. Concentration: Border Health
- 2000 PhD Hispanic Linguistics. The University of Massachusetts at Amherst. Amherst, Massachusetts. Dissertation Title: *Topics in the Historical Sociolinguistics of Tejano Spanish, 1791-1910: Morphosyntactic and Lexical Aspects*. Directed by Juan C. Zamora.
- 1996 MA Spanish Linguistics. The University of Houston. Houston, Texas . Thesis Title: *Sobre la variación lingüística en la frontera norte de México*. Directed by Manuel J. Gutiérrez.
- 1994 BA Spanish. The University of Texas – Pan American. Edinburg, Texas.

**PROFESSIONAL EXPERIENCE**

- 2016-present Director, Center for Languages, Literatures and Cultures Professor of Hispanic Linguistics.  
Member, Cancer Control Group. The James Comprehensive Cancer Center.
- 2013-2016 Professor of Hispanic Linguistics and Chair of the Department of Spanish and Portuguese, The Ohio State University
- 2011- 2013 Professor of Spanish Linguistics, Department of Modern Languages and Literature  
Research Fellow, South Texas Border Health Disparities Center  
Assistant Dean, College of Arts and Humanities  
Chair, Department of Modern Languages and Literature The University of Texas Pan American
- 2010 – 2011 Professor of Spanish Linguistics  
Assistant Dean of the College of Arts and Humanities  
Chair of the Department of Modern Languages and Literature The University of Texas Pan American, Edinburg, Texas
- 2009-2010 Professor of Spanish Linguistics, Department of Modern Languages and Chair of the Department of Modern Languages and Literature Executive Director of the Office of International Programs The University of Texas Pan American. Edinburg, Texas.
- 2004 – 2008 Associate Professor of Spanish Linguistics and Chair of the Department of Modern Languages and Literature The University of Texas Pan American. Edinburg, Texas.
- 2002- 2004 Assistant Professor and Director of the Spanish for Heritage Learners Program. Department of Spanish and Portuguese. The University of Arizona. Tucson, Arizona.

**AWARDS AND GRANTS**

- 2017 Project Lead. “Building infrastructure for patient-centered comparative effectiveness research on language access for patients with Diabetes.” Pipeline to Proposal Tier 2 Award. Patient Centered Outcomes Research Institute.
- 2016 Project Lead. “Building infrastructure for patient-centered comparative

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- effectiveness research on language access for patients with Diabetes,” Pipeline to Proposal Tier 1 Award. Patient Centered Outcomes Research Institute.
- 2015 Latino of the Year. The Hispanic Latino Network. Wexner Medical Center. The Ohio State University.  
Project Director. “Addressing Emerging Needs in the Teaching of Spanish and Portuguese: The Ohio State University Spanish and Portuguese GAANN Project,” Graduate Assistance in Areas of National Need Program. U.S. Department of Education. Total Direct Cost: \$600,000.
2014. Senior Principal Investigator. “The Midwest Heritage Language Network,” a project funded by the Humanities Without Walls consortium.  
Integrated Second Language Learning for Chronic Care: A model to improve primary care for Hispanics with diabetes. NIH/NIDDK R01DK104648. Annual Direct Cost: \$352,811. Total Direct Cost: \$1,660,539. (MPI with Usha Menon).  
Co-Principal Investigator. The Midwest Heritage Language Network. Humanities Without Walls The Global Midwest Seed Grant. (with Diane Birckbichler). Total Direct Cost: \$5000.
- 2011 Finalist for outstanding program to increase opportunities and achievement among Latino students at the Baccalaureate level. *Examples of Excelencia*. Excelencia in Education. Washington, DC.
- 2009 Co-Principal Investigator. Pathways to the Professoriate: A Model of Collaborative Doctoral Education. Fund for the Improvement of Post-Secondary Education – Special Focus Competition. United States Department of Education (with Nicolás Kanellos). \$292,974.
- 2007 Principal Investigator. Medical Spanish for Heritage Learners: Advanced Language Skills for Quality Health Care. Fund for the Improvement of Post-Secondary Education – Comprehensive Program. United States Department of Education. \$442,000.
- 2006 Principal Investigator. Integrating Latin American Studies into the University Mission. Undergraduate International Studies and Foreign Language Program. United States Department of Education. (with Ethan Sharp) \$165,000

## PUBLICATIONS

### **Books**

- 2006 Mexican Americans and Language: Del dicho al hecho. Tucson: The University of Arizona Press.

### ***Edited collections***

- 2014 Language and Borders, International Perspectives. A special issue of *The International Journal of the Sociology of Language*.
- 2008 *Recovering the US Hispanic Linguistic Heritage*. Houston: Arte Público Press. (Co-Editors, Alejandra Balestra and Maria Irene Moyna)
- 2003 Border Talk: Language issues on the U.S.-Mexico border. A special issue of *Rio Bravo: A Journal of Borderlands*.

### ***Chapters in scholarly books and monographs***

2018. Language and Power in a Medical Spanish for Heritage Learners Program: A Learning by Design Perspective. In G. Zapata and M. Lacorte, (Eds).

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- 2018 Multiliteracies Pedagogy and Language Learning: Teaching Spanish to Heritage Speakers. New York: Palgrave Macmillan, pp. 107-128. (with Karmín San Martín).
2016. Goals and Beyond in Heritage Language Education: From Competencies to Capabilities. In S. Beaudrie and M. Fairclough (Eds.) *Innovative Approaches in HL Pedagogy: From Research to Practice*. Washington DC: Georgetown UP, pp. 39-54.
2014. Spanish in the Health Professions. In M. Lacorte (Ed.) *The Routledge Handbook of Hispanic Applied Linguistics*. New York: Routledge, pp. 410-437.
- 2014 Azucarao: Tato Laviera and the poetics of health promotion. In W. Luis and S. Alvarez (Eds.) *The AmeRícan Poet: Essays on the Work of Tato Laviera*. New York: CENTRO Press, pp. 172-182.
- 2013 Public health and the politics of Spanish in early 20<sup>th</sup> century Texas. In J. Del Valle (Ed.) *A Political History of Spanish: The Making of a Language*. Cambridge: Cambridge University Press, pp. 293-304.
- 2013 Política e ideología del lenguaje en la atención sanitaria para hispanohablantes en los Estados Unidos. In D. Dumitrescu (Ed.) *El español en los Estados Unidos ¿E pluribus unum?* New York: Academia Norteamericana de la Lengua Española, pp. 233-250.
- 2012 Policy and Planning Research for Spanish as a Heritage Language. In M. Fairclough and S. Beaudrie, (Eds.). *Spanish as a Heritage Language: State of the Science*. Washington DC: Georgetown University Press, pp 61-78.
- 2010 Language and Power in Healthcare: Towards a theory of language barriers among linguistic minorities in the United States. In J. Watzke, P. Chamness Miller & M. Mantero, (Eds.). *Readings in Language Studies Volume 2: Language and Power*. Saint Louis: International Society for Language Studies, pp. 59-74.
- 2010 Medical Spanish for Heritage Learners: A Prescription to Improve the Health of Spanish-Speaking Communities. S. Rivera-Mills and J. Trujillo, eds. *Building Communities and Making Connections*. Newcastle Upon Tyne: Cambridge Scholars Publishing, pp. 2-15.
- 2010 Documenting the Past, Envisioning the Future: The Historical Sociolinguistics of Spanish in the U.S. Southwest. S. Rivera-Mills and D. Villa, eds. *Spanish of the Southwest: A Language in Transition*. Madrid: Iberoamericana, pp. 17-24.

**Scholarly Presentations**

2017. Teaching grammar to heritage learners: Insights from contact linguistics, sociolinguistics and raciolinguistics. Grammars Across the Curriculum Workshop. Organizers: Lauren Squires and Scott Schwenter. LSA Institute. University of Kentucky. July 26.
2016. Creating Capabilities in the Colonias of South Texas. Distinguished Lecture Series. Temple University. November 15.
- 2016 Negotiating Border Health: Translanguaging, entrepreneurship and capabilities in the discourse of Promotoras in the Colonias of South Texas. Keynote Address. Graduate Student Colloquium. The University of Texas at Austin. March 24.
- 2016 Language in Healthcare Policy. Denison University. March 9.
- 2016 Spanish in the health professions. Instituto Cervantes Observatory of the Spanish Language and Hispanic Culture in the US. Harvard University, February 6

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- 2016 Spanish in the US Health Delivery System: Intersections of policy, ideology and practice. Emory University. January 25.
- 2015. Vulnerable Latinidades in the Health Delivery Workforce. Center for Languages and Intercultural Communication. Rice University, October 22.
- 2015 Language Variation in Spanish and the Heritage Learner: A Workshop. Instituto Cervantes Observatory of the Spanish Language and Hispanic Culture in the US. Harvard University, September 5.
- 2015 Forging a Research Agenda for Spanish in the US Health Delivery System. Keynote Address. ADFL Summer Seminar West, San José California, June 25.
- 2015 Speaking Spanish in the Medical Home: Integrated approaches to language learning. East Carolina University, March 31.
- 2014. “Language and Healthcare” 2014 Latino Health Summit. Ohio Commission for Hispanic/Latino Affairs. Columbus, Ohio.
- 2014 “Advanced Spanish language skills for health professionals” ADFL Summer Seminar. Columbus, Ohio.
- 2014 “Spanish for the health professions or the health professions for Spanish? Articulating curriculum design in LSP”. Keynote address delivered at the Fourth Hispanic Studies Graduate Conference. Texas A&M University. College Station, Texas.
- 2013. “Health Disparities and Linguistic Diversity: The dark side of national language in healthcare policy” in *The Dark Side of Linguistic Diversity*. Invited Colloquium at the 2013 Conference of the American Association for Applied Linguistics. Colloquium organized by Aneta Pavlenko and Alexandre Duchene.
- 2013 “Exploring Language and Power through Digital Storytelling” in *Changing the Heritage Language Track: Expanding the Perspective and the Agenda*. Invited Symposium at the 2013 Texas Foreign Language Education Conference. The University of Texas at Austin. Symposium organized by M. Rafael Salaberry.
- 2012. Seminar on *Language Policy and Language Planning in the Spanish Speaking World*. Department of Hispanic Studies. The University of Houston.

***Refereed journal articles***

- 2016. Against Medical Spanish: Spanish in the health professions yesterday, today, and tomorrow. *ADFL Bulletin* 44:1.
- 2013 Innovative approaches to promote a culturally competent and diverse health care workforce at a Hispanic Serving Institution. *Academic Medicine* 88: 12 (with Suad Ghaddar, John Ronnau, and Shawn Saladin)

Sixteen additional articles

Curriculum Vitae  
**JANE M. BACHNIK**

**EDUCATION**

- 1978 Ph.D., Anthropology, Harvard University.  
1970 M.A., Regional Studies: East Asia, Harvard University.  
1966 B.A., English Literature, Russian Studies, Marymount College, Tarrytown, N.Y.

**ACADEMIC EMPLOYMENTS**

- 2008-2010 Research Fellow, Institute of Comparative Culture, Sophia University, Tokyo, Japan.  
2006-2007 JICUF Visiting Professor, International Studies Division, International Christian University, Tokyo, Japan.  
2005-2008 Research Fellow, Institute of Asian Cultural Studies, International Christian University, Tokyo, Japan.  
2001-2005 Professor, The Graduate University of Advanced Studies (Sogo Kenkyu Daigakuin Daigaku), Graduate Doctoral Program, The School of Cultural and Social Studies, Miura, Japan.  
1994-2005 Professor, National Institute of Multimedia Education, Ministry of Education, Science and Technology, Japan (retired March 31, 2005).  
1992 Visiting Associate Professor, Center for Japanese Studies, University of Hawaii, Manoa, Hawaii, U.S.A. (spring semester).  
1982-1994 Associate (and Assistant) Professor, Department of Anthropology, University of North Carolina, Chapel Hill, North Carolina.

**PRESENTATIONS**

- 2010 "Not-together but not-separate: Blurred boundaries in changing Japanese families" Lecture at Institute of Comparative Culture, Sophia University, Tokyo.  
2009 "Hidden Fault Lines: The Implications of Blurred Boundary Families in Postwar Japan," at the symposium *Risk and East Asia*, German Association for Social Science Research on Japan. Japanese-German Center, Berlin.  
2009 "The 'Disappearing' Family in Postwar Japan: Revisiting the Paradigm of Postwar Family Change" at the conference "Revisiting Postwar Japan as History," Sophia University, Tokyo.  
2007 "Significance of 'Misrecognition' in the problems of the postwar Japanese family," Lectures in Intercultural Communication Seminar, International Studies Division, International Christian University.  
2005 Symposium Keynote: "Using Multimedia Technology for Intercultural Learning," Sietar Japan 20<sup>th</sup> Annual Conference, Rikkyo University.

**MATERIAL DEVELOPMENT**

- 2010 Not together but not-separate: Implications of "blurred boundaries" in changing Japanese families, *article submitted to Contemporary Japan, Journal of German Institute for Japanese Studies, Tokyo*, Vol. 23, *Lifestyles in Transition*. Berlin: Mouton de Gruyter.  
2004 Multimedia Internet Tutorial: At Home in Japan: What No One Tells You, Winner of David Plath Media Award, Special Mention. <http://athome.nealrc.org>.



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- (revised in 2006).
- 2003      Roadblocks on the Information Highway: The IT Revolution in Japanese Education. *Editor and major contributor. Lanham Md: Lexington Books.*
- 1994      Situated Meaning: Inside and Outside in Japanese Self, Society, and Language. *Co-editor and major contributor.*
- Twenty-five additional publications.

**MAJOR RESEARCH PROJECTS**

- 2009- 2010      “Life Stories of Three Generations of Japanese Women” focuses on the life-narratives of three linked generations (grandmother, daughter and granddaughter) who were part of the longitudinal study in (1) above. The study aims to provide in-depth, lived perspectives to complement the quantitative demographic indicators that have provided some of the key markers of postwar social change in Japan. (Field research now in progress).
- 2001- 2004      Development and publication of Internet Tutorial (Project Director): “At Home in Japan: What No One Tells You.” <http://athome.nealrc.org>. This tutorial has been used to date by over 500,000 learners in 80 countries worldwide.
- 1999- 2001      “Roadblocks on the Information Highway” (Project Director), a collaborative project using ethnographic perspectives to pinpoint social barriers to implementing Information Technology in Japanese education. These barriers were then linked to broader issues, such as Japan's economic slowdown and responses to globalization. This research produced a conference, an edited volume including 5 authored chapters, and 2 articles.
- 1967- 2007      “Longitudinal study of Japanese household/family and relationship networks” (principal investigator). Eight years of research over a 40-year time span in eastern Nagano Prefecture and Tokyo, this research has produced 19 articles, a book manuscript forthcoming from University of California Press, and two awards.

**GRANTS AND AWARDS**

- 2005      David Plath Media Award: Special Mention for media designed to enhance teaching: Web tutorial, At Home in Japan: What No One Tells You. Society for East Asian Anthropology, American Anthropological Association.
- 2001-2004      Japanese Ministry of Education, Science and Technology Grant (NIME): "Development of Multimedia Internet Tutorial: At Home in Japan: What No One Tells You" <http://athome.nime.ac.jp> (4 yrs. research funding).
- 1999-2001      Japanese Ministry of Education Grant (NIME): "Identifying Barriers to Implementing Information Technology in Japanese Higher Education" (2 yrs. research funding).
- 1998-1999      National East Asian Language Research Center, The Ohio State University, Columbus, Ohio, Development of Internet Tutorial (prototype): At Home in Japan (5 mo. research/salary funding NIME; prototype development support: NEALRC).
- Ten additional grants and awards.

Curriculum Vitae  
**LAUREN N. BARRETT**

**EDUCATION**

1990 B.S., Journalism Advertising, The Ohio State University

**APPOINTMENTS**

2010 Manager, OSU Foreign Language Publications  
2018 Founding member, Editorial Board of Foreign Language Publications  
2018 Chair, OSU Arts & Sciences Campus Campaign Committee. Past Treasurer  
2003 Operations Manager, State of Ohio Department of Financial Institutions  
Prior to 2006 Owner and manager of Barrett Financial Group, LLC

**MOST RELEVANT PUBLICATIONS (PROJECTS)**

2018 Co-Producer and Presenter, *Annual Talent Show and Science Talk* fundraising event  
2014 *Content Manager and Editor* Foreign Language Publications web site and social media  
2011 Script Writer and Voice-over, various projects: *Chinese New Year Celebration at Hagerty Hall, Chuncao* Advanced level Chinese language project

Creative direction and distribution of publications for The Ohio State University Center for Languages, Literatures and Cultures; managed distribution for over 50 publications for the National East Asian Languages Resource Center, the Journal of Chinese Language Teachers Association, the Center for African Studies, and School of Teaching and Learning.

**GRANTS AND AWARDS**

2016 The Ohio State University *Campus Campaign* Lead Ambassador Award  
2015 Foreign Language Publications Literature Translation Institute of Korea (LTI Korea) Grant recipient for publishing  
2015 The Ohio State University *Campus Campaign* Arts & Sciences Team Award  
2013 The Ohio State University *Campus Campaign* Volunteer Award

Curriculum Vitae  
**MARK BENDER**

**EDUCATION**

- 1995 PhD in East Asian Languages and Literatures, The Ohio State University  
1989 Master's degree, East Asian Languages and Literatures, The Ohio State University  
1980 Bachelor's degree, East Asian Languages and Literatures, The Ohio State University

**ADMINISTRATIVE POSITION**

- 2013-present Full Professor in Chinese and Chair of Department of East Asian Languages and Literatures, The Ohio State University

**MAJOR PUBLICATIONS (since 2011)**

**Books**

- 2017 Mark Bender, ed. *The Borderlands of Asia: Culture, Place, Poetry*. Amherst, New York: Cambria Press. (Cambria Sinophone World Series)  
2015 Wen Peihong and Mark Bender, trans. Aku Wuwu. *Coyote Traces: Aku Wuwu's Poetic Sojourn in America*. Beijing and Columbus: Minzu chubanshe and Foreign Language Publishers.  
2012 Mark Bender, with Wu Yifang and Levi Gibbs, trans. Wu Yiwen and Jin Dan, ed. *Hmong Oral Epics*. Guiyang: Guizhou Nationalities Press. (tri-lingual Miao/Han/English translation; translated the text of the epics into English and co-translated the supporting matter)  
2010 Mark Bender, with Wu Yifang and Levi Gibbs, trans. Wu Yiwen and Jin Dan, ed. *Hmong Oral Epics*. Guiyang: Guizhou Nationalities Press. (tri-lingual Miao/Han/English translation; translated the text of the epics into English and co-translated the supporting matter)  
2011 Victor Mair and Mark Bender, eds. *Columbia Anthology of Chinese Folk and Popular Culture*. New York: Columbia University Press.

**Chapters**

- 2018 Imagery of Archery and Accoutrements in Epics from Southwest China. In Haun Saussy, ed. *Texts and Transformations: Essays in Honor of the 75<sup>th</sup> Birthday of Victor H. Mair*. Amherst, New York: Cambria Press.  
2017 Lightning Strikes Twice: "Mother Tongue" Minority Poetry. In David Der-Wei Wang, ed. *A New Literary History of Modern China*. Cambridge: The Belknap Press of Harvard University, 946-951.  
2016 Poet of the Late Summer Corn: Aku Wuwu and Contemporary Yi Poetry. In Carlos Rojas and Andrea Bachner, ed. *The Oxford Handbook of Modern Chinese Literature*. New York: Oxford University Press, 498-520.  
2015 "Ethnic Minority Literature." In Yingjin Zhang, ed. *A Companion to Modern Chinese Literature*. Chichester, UK: John Wiley & Sons, (TBA).  
2013 Bender, Mark and Victor Mair. "I Sit Here and Sing for You" The Oral Literature of China. Chapter in Victor Mair and Mark Bender, eds., *The Columbia Anthology of Chinese Folk and Popular Literature*. New York: Columbia

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- University Press, pp. 1-12.
- 2011 Mark Bender and Su Huana. A Folk Story of the Daur. Chapter in Victor Mair and Mark Bender, eds., *The Columbia Anthology of Chinese Folk and Popular Literature*. New York: Columbia University Press, pp. 20-28. (reprint, Bender and Su 1984)
- 2011 Mark Bender, Aku Wuwu, and Jjiepa Ayi. A Story from the Nuosu of Sichuan. Chapter in Victor Mair and Mark Bender, eds., *The Columbia Anthology of Chinese Folk and Popular Literature*. New York: Columbia University Press, pp. 41-47.

**Articles**

- 2016 Landscapes and Life-forms in Cosmographic Epics from Southwest China. Reprinted in *Chinese Literature Today* 5(2):88-97.
- 2015 Slinking Between the Realms: Musk Deer as Prey in Yi Oral Literature. *Asian Highlands Perspectives*. 37:99-121.
- 2014 King of Yalu in Mashan, Guizhou: An “Epic” in Contemporary Contexts. *Chinoperl Papers*. 33(1):82-93.
- 2013 The Eco-Genealogy of a Nuosu-Yi Culture Hero in Southwest China. Eco-criticism: Trans-Pacific Dialogues Conference. University of Central Florida. (peer-reviewed)
- 2012 Butterflies and Dragon-eagles: Processing Epics in Southwest China. *Oral Tradition*. 27(1):231-246.
- 2012 Ethnographic Poetry in North-East India and Southwest China. *Rocky Mountain E-Review*.
- 2012 The Cry of the Silver Pheasant: Contemporary Ethnic Poetry in Sichuan and Yunnan. *Chinese Literature Today*. 2(2):68-74.
- 2012 “Ogimawkwe Mitigwaki and ‘Axlu yyr kut’: Native Tongues in Literatures of Cultural Transition.” *Sino-Platonic Papers* 220: 1-255.
- 2012 Review of Ou Chaoquan. Life in a Kam Village in Southwest China 1930-1949 (translated by G. Norman Geary). Leiden: Brill. In *Asian Ethnology* 71(1):133-135.
- 2011 Mark Bender and Aku Wuwu. “Four Trees and Three Seas.” *Cha: An Asian Literary Journal*. (Translated, introduced and annotated seven poems by Aku Wuwu) (poetry translation from Nuosu language)
- 2011 Initial Examination of Images of Native Deer in Yi Nationality Epic Poetry *Journal of Wenzhou University*, 24(2):36-43.
- 2011 “Echoes from Si Gang Lih: Burao Yilu’s ‘Moon Mountain’.”
- 2011 Review of Bordahl, Vibeke and Margaret Wan, eds. *The Interplay of the Oral and the Written in Chinese Popular Literature*. Copenhagen, Denmark: NIAS Press. In *Asian Ethnology* 70(1):136-138.

**Review articles**

- 2017 Mark Bender. Passion, Poverty, and Travel: Traditional Hakka Songs and Ballads, by Wilt L. Idema, World Century Publishing Corporation, 2015. In *Chinoperl Papers* 36(2):129-131.
- 2016 Mark Bender. *Kinesthetic City: Dance and Movement in Chinese Urban Spaces* by SanSan Kwon, Oxford University Press, 2013. In *Verge: Studies in Global*

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- Asias* 2(1):29-31.
- 2014 Mark Bender. *Rhapsody in Black*, by Jidi Maijia, tr. by Denis Mair. In *Chinese Literature: Essays, Articles, Review*. Vol 36 (Dec. 2014).
- 2012 Mark Bender. Ou Chaoquan. *Life in a Kam Village in Southwest China 1930-1949* (translated by G. Norman Geary). Leiden: Brill, 2007. In *Asian Ethnology* 71(1):133-135.
- 2011 Mark Bender. Bordahl, Vibeke and Margaret Wan, eds. *The Interplay of the Oral and the Written in Chinese Popular Literature*. Copenhagen, Denmark: NIAS Press, 2010. In *Asian Ethnology* 70(1):136-138.

### RECENT PROGRAM FUNDING

- 2011 Arts & Humanities Grant-in-Aid funding, \$1,215. For travel to the Belief Narratives International Symposium in Imphal, India, to be held on February 6-8, 2012 to present "Visions of the Sky Palace in the Nuosu Book of Origins."
- 2010 OSU Gateway Grant for starting China Gateway Program, Office of International Studies, \$7,500
- 2009 Research and Creativity in the Arts and Humanities for the Nuosu Book of Origins project, \$1,500
- 2009 College of Arts and Sciences Humanities Grant-in-Aid, \$2,178
- 2007 Fulbright Scholarship (3 months in China) for research on "Nature in Yi Epic Poetry" project. \$19,200

### PROFESSIONAL ASSOCIATIONS AND POSITIONS

- American Folklore Society (co-founder of Eastern Asia Section)
- Chinoperl (Chinese Oral and Performing Literature)
- International Society for Epic Research
- International Society for Folk Narrative Research
- International Society for Epic Research

### SERVICE ACTIVITIES

- STEP Cohort Adviser, 2016-2017
- STEP Committee, OSU (second year experience), 2012-present
- East Asian Humanities, Online multi-media textbook (online in Carmen for use in EALL 131 East Asian Humanities; 10 modules on history, world view, art, literature, performance, languages, environment, etc.)
- "Dragons and Dragon Forests in Yunnan: Myth, Ritual, and the Environment in SW China," Hagerty Hall Photo Essay Exhibit, Spring Quarter, 2010; also exhibited at Columbus Asian Festival (May 29-30, 2010), and the Annual Meeting of the American Folklore Society, Memphis, Tennessee (Oct. 22-25, 2010)
- Editorial Boards: Asian Highlands Perspectives, Chinoperl Papers, Oral Tradition, Asian Ethnology, Minzu yishu (Ethnic Art), Minzu wenxue yanjiu (Ethnic Literature Studies. Series Advisor for Religious Studies in Contemporary China, Popular Religion and Shamanism (Leiden: Brill); series advisor for "Twenty-First Century North American Chinese Literary studies Series" (Centre for the Study of China's Literature Abroad, Beijing Normal University). Board of Directors, International Society for Epic Studies.

Curriculum Vitae  
**REBECCA H. BIAS**

**EDUCATION**

- 2005 Ph.D. in French. Major Specialization: French Cinema. Secondary Specialization: Technology in the Language Classroom. The Ohio State University, Columbus, OH
- 2000 M.A. in French, Specializations: Literature and Cinema. The Ohio State University
- 1998 B.A. in French, Summa Cum Laude. Specializations: Literature and Cinema. OSU

**APPOINTMENTS**

- 2008-present Assistant Director, Center for Languages, Literatures and Cultures, Ohio State University, Columbus, OH
- 2005-2008 Foreign Language Technology Integration Specialist, Foreign Language Center, Ohio State University, Columbus, OH.
- 2016-2017 Ohio Department of Education CLEP Exam Assessment Review Committee (French)
- 2015-present Mellon Post-Doctoral and Faculty Research Grant Committee
- 2015-present Ohio Department of Education French TAG Committee
- Prior to 2005 served as Graduate Teaching Assistant, Ohio State University

**PROJECTS**

- 2009-2013 OFLA (Ohio Foreign Language Association) Technology Committee
- 2009-present Pi Delta Psi Asian Fraternity Advisor: Special Philanthropic Interest, Lion Dance
- 2008-present CAAP (Collaborative Articulation and Assessment Program), the longest running early assessment program for foreign languages in the United States
- 2008-2014 CLLC Annual Career Night
- 2006-2014 OSU Government Career Fair
- 2008-2012 Langfest Fall Event
- 2008 President's Salute to the Foreign Language Center
- 2007 OSU Media Manager Beta Testing Group

**MOST RELEVANT PUBLICATIONS AND CONFERENCE PAPERS**

- 2013 Birckbichler, D., Bias, R. *The Ohio State University Foreign Language Technology Certificate Program*. In R. McBride & M. Searson (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2013* (pp. 1251-1255). Chesapeake, VA: AACE
- 2009 *Language Learning On the Air*. ACTFL Language Educator. Pp. 38-41
- 2009 *FRIT Radio DJs: Students at The Ohio University Broadcast in French and Italian* International Conference on Humanities Conference Proceedings, Honolulu, Hawaii (ISSN# 1541-5899)
- 2009 *FRIT Radio DJs: Students at The Ohio University Broadcast in French and Italian* International Conference on Humanities on Honolulu, Hawaii
- 2004 *Special Effects of Music-Hall Cinema – Le Dernier des six by Georges Lacombe*, Cincinnati Romance Languages and Literatures Conference for 2004, University

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of Cincinnati, Cincinnati, OH.

Prior to 2004 Four additional conference presentations

**GRANTS AND AWARDS**

- 2007-2008 The Ohio State University Staff Leadership Series  
2004 Astier Travel Grant. Department of French and Italian. Departmental Grant for travel to the film archives in Paris, France to complete dissertation research on early French film.  
2001 PEGS Grant for Technology Research, The Ohio State University, Assistant to Professor Charles Klopp for Italian 152 (Italian Literature in Cultural Context from the Renaissance to the Present). Design and implementation of all media-related course materials, including course web pages, PowerPoint, photo imaging, audio and video digitizing

**COURSES TAUGHT**

- 2010-2011 Tech Tools Workshop, 694, Overview of Technologies and Pedagogy Application  
2006-present The Ohio State University, Foreign Language Center, CLLC Radio (formerly FLC Radio), 3570  
2003-2005 Major Media Workshop, 694. Film literacy, web design and creation  
2004 The Ohio State University, Department of French and Italian Advanced Intermediate French: French Cinema for Conversation, 104.02  
2003 French Cinema from 1945 to the Present, 672. Graduate Teaching Assistant, Advanced Intermediate French, 104  
2002 Intermediate French Review, 103.66  
1999-2000 Intermediate French, 103.01  
1998 Elementary French Review, 102.66

**AFFILIATIONS**

- OFLA (Ohio Foreign Language Association)  
MLA (Modern Language Association)  
AATF (American Association of Teachers of French)

Curriculum Vitae  
**DONGLIN CHAI**

**EDUCATION**

- 2013-2017 PhD, Chinese Language Pedagogy, The Ohio State University  
2012 M.A., Chinese Language Pedagogy, The Ohio State University  
2010 B.A., Teaching Chinese as a Foreign Language (TCFL), Shanghai International Studies University  
2008 Exchange student, Chinese, City University of Hong Kong

**APPOINTMENTS**

- 2017 Visiting Affiliate Assistant Professor of Chinese, Loyola University Maryland  
2014 Academic/Resident Director, Chinese Intensive Study Abroad Program, Office of International Affairs, The Ohio State University  
2013-2014 Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH  
2013 Academic/Resident Director, The Ohio State University Department of East Asian Languages and Literatures – US Department of State Critical Language Scholarship Program China Institute in Xiamen  
2012-2013 Chinese Lecturer, Department of East Asian Languages and Literatures, The Ohio State University  
2011-2012 Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH  
2010-2011 Chinese Language Teacher, The Ohio State University K-12 program – Metro High School, OH  
2010 Teaching Assistant, Chinese Intensive Study Abroad Program, Office of International Affairs, The Ohio State University  
2009 Teaching Assistant, Columbia University Business Chinese and Internship Program in Shanghai

**PROJECTS**

- 2013 Pedagogical material (spoken): Tiyan Xiamen  
2013 Study abroad material: The Committee System Handbook  
2014 Pedagogical material (spoken): Tiyan Rizhi

**PUBLICATIONS AND PRESENTATIONS**

- 2018 Chai, Donglin, Crista Cornelius, and Bing Mu. *Action! China: A Field Guide to Using Chinese in the Community*. Routledge  
2015 Chai, Donglin. Review of “Zhuoyue Hanyu—Gongsi Shizhanpian” 卓越汉语—公司实战篇 [Excellent Business Chinese], by Zhongqi Shi, Lingjun Hu and Xiaodan Wang. *Journal of the Chinese Language Teachers Association*, vol. 50, no. 1, 2015, pp. 109-113.  
2016 Chai, Donglin, Hongyao Chen, Xuhu Tan, and Wenting Zhao. “Articulating Advanced Chinese Language Programs: Goals and Instructors,” presented at the annual meeting of American Council of on the Teaching of Foreign Languages (ACTFL), November 2016, Boston, MA.  
2016 Chai, Donglin, and Bing Mu. “Using Field Performance Tasks in Chinese Study



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- Abroad Contexts,” presented at the annual meeting of The Chinese Language Teachers Association, USA (CLTA), April 2016, College Park, MD.
- 2016 Chai, Donglin. “Developing Teaching Expertise: Case Studies of Chinese Language Teacher Trainees in the U.S.,” presented at the annual meeting of Central States Conference on the Teaching of Foreign Languages, March 2016, Columbus, OH.
- 2015 Chai, Donglin. “Chinese Teaching Practicum in Performance-based Teacher Training Program,” presented at the annual meeting of American Council of on the Teaching of Foreign Languages (ACTFL), November 2015, San Diego, CA.
- 2014 Chai, Donglin. “Conducting Field Performance in the Local Community,” presented at the annual meeting of American Council of on the Teaching of Foreign Languages (ACTFL), November 2014, San Antonio, TX.
- 2014 Building Learners’ Social Network in Chinese Study Abroad Programs: Student Committee System, CLTA–California 2014 Spring Conference, San Francisco, CA
- 2014 Managing Chinese Study Abroad Programs: Building Learners’ Social Network and Enhancing US–Local Institution Partnership, 12th New York International Conference on Teaching Chinese (CLTA–Great New York), New York, NJ
- 2014 Developing Community–based Study Abroad Pedagogical Material: The Tiyan rizhi Handbook, The First CLTA–International Symposium on Chinese Language Teaching and Learning (CLTA–ISCLTL), Bloomington, IN
- 2014 Prioritizing Study Abroad Experience: Bridging Classroom and Local Community, ACTFL (2014), San Antonio, TX

### AWARDS AND GRANTS

- 2017 Graduate Associate Teaching Award, The Ohio State University
- 2014 Cengage Learning Award for Innovative Excellence in the Teaching of Chinese as a Foreign Language (First Prize), The Chinese Language Teachers Association, USA
- 2013-2017 Graduate Teaching Associateship, The Ohio State University
- 2011-2012 Graduate Teaching Associateship, The Ohio State University
- 2014-2016 Graduate Student Travel Grant, The Ohio State University (2014–2016)

### PROFESSIONAL SERVICE

- 2017 Editorial Reviewer of *Practical Chinese Usage* for Routledge and *A Chinese Grammar for English Speakers* for The University of California Press
- 2016-2017 “Pronounce Chinese Names,” two workshops and one online video series for The Ohio State University faculty and staff
- 2014-2017 Exam Writer and Advisory Committee Member, The Ohio State University Collaborative Articulation and Assessment Project (CAAP)

Curriculum Vitae  
**MARJORIE K. M. CHAN**

**EDUCATION**

1985-1987 Post-Doctoral Fellow, University of California at Los Angeles  
1985 PhD, University of Washington  
1980 MA, University of British Columbia  
1974 BA, University of British Columbia

**PROFESSIONAL SERVICE**

- Executive Secretary, International Association of Chinese Linguistics (1999-2000);
- President, Chinese Language Teachers Association (2001-2002; VP, 2000-2001; IPP, 2002-2003);
- Executive Board, Cantonese Language Association;
- Editorial Boards, Contemporary Chinese Linguistics, Journal of Chinese Language Teaching, Korea Journal of Chinese Language and Literature and Journal of the Chinese Language Teachers Association;
- Steering Committee Chair, North American Conference on Chinese Linguistics Committee;
- Website editor, Conference on Chinese Oral and Performing Literature (CHINOPERL). Website: chinoperl.osu.edu;
- National Screening Committee, Fulbright-Hays Program.

**ACADEMIC SERVICES**

- Director, Institute for Chinese Studies, East Asian Studies Center, Office of International Affairs;
- Associate Director, East Asian Studies Center, OIA;
- Research, Innovation and Commercialization Subcommittee of the ASC Faculty Advisory Council (FAC); Subcommittee on Strategic Planning;
- Member, Research Committee, Humanities International Committee;
- Member, Advisory Committee, National East Asian Languages Resource Center

**COURSES TAUGHT**

- Undergraduate courses: Elementary and Intermediate Modern Chinese; Traditional Chinese Culture; Chinese Opera; The Chinese Language: Description and Analysis
- Graduate courses: Introduction to Chinese Linguistics; History of the Chinese Language; Study of the Chinese Writing System; Chinese Phonology; Chinese Syntax; Chinese Dialects; Studies in Historical Chinese Phonology; Seminar in Chinese Linguistics (multiple times on different topics); Interdepartmental Seminar (with colleague in Linguistics)
- Faculty Supervision (and course development): Chinese Group Studies: Conversational Cantonese for Speakers of Mandarin Chinese (Autumn 2013; formal, dedicated course proposed in Spring 2014)
- Course taught at University of Washington as Instructor (during grad school): Phonology

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- Courses taught at University of British Columbia as Lecturer (ABD): General introduction to linguistics; Introduction to Linguistics (for linguistics majors); a graduate seminar on Tone; a graduate course on Phonology

### SPECIALIZATION

- Chinese linguistics: synchronic and diachronic phonology; phonetics-phonology interface; dialectology.

### PUBLICATIONS

- 2013 “‘Love you to the bone’ and other songs: Humour and *rusheng* rhymes in early Cantopop.” (with co-auth, Jocelyn Chey), in: *Humour in Chinese Life and Letters: Contemporary Approaches*. Volume Two, edited by Jessica Milner Davis and Jocelyn Chey. Hong Kong: Hong Kong University Press.
- 2010 “Liu Yi and the Dragon Princess: Cantonese opera adaptations of a Yuan Dynasty drama.” in: *Perspectives on Chinese Language and Culture*, edited by Ik-sang Eom, Shi-Chang Hsin, and Yea-Fen Chen. Taipei: Crane Publisher.
- 2010 “The perception of Mandarin Chinese tones and intonation by American learners.” (with co-auth, Chunsheng Yang) *Journal of the Chinese Language Teachers Association*.
- 2009 “Modality effects revisited: Iconicity in Chinese Sign Language (CSL).” (with co-auth, Wang Xu), in: *A Comparative Study of East Asian Sign Languages. Taiwan Sign Language and Beyond*, edited by James H-Y. Tai and Jane Tsay, Chia-Yi, Taiwan: The Taiwan Institute for the Humanities, National Chung Cheng University.
- 2005 “Towards a Pan-Mandarin system for prosodic transcription,” in *Prosodic Typology: The Phonology of Intonation and Phrasing*, co-auths. M. Beckman, et al, ed. S. Jun, Oxford University Press.

Career Publications: 9 edited volumes; 45 Articles and book chapters; 6 book reviews and reports

### OUTREACH ACTIVITIES

- Keynote speaker (2011-2014 only): 16th International Conference on Yue Dialects (Hong Kong, December 2011); 25th North American Conference on Chinese Linguistics (University of Michigan, June 2013), 2nd Workshop on Innovations in Cantonese Linguistics (University of Chicago, March 2014).
- Organizing committee member, East Asian Psycholinguistics Colloquium (Ohio State University, October 2012); Co-chair, Workshop on Innovations in Cantonese Linguistics (Ohio State University, March 2012); Organizer, 20th North American Conference on Chinese Linguistics (OSU, April 2008); Organizer (with 1 colleague), Workshop on Interfaces and the Chinese Language (Summer 1993); Organizer (with 2 colleagues), Northeast Conference on Chinese Linguistics (OSU, May 1989); Organizer (with 2 colleagues), Third Ohio State University Conference on Chinese Linguistics (OSU, Spring 1988); Organizing committee member, Sixteenth International Conference on Sino-Tibetan Languages and Linguistics (University of Washington, Autumn 1983).

Curriculum Vitae  
**JAMES CHANG**

**EDUCATION**

1979 Master Program in Management Engineering, New Jersey Institute of Technology  
1977 M.S. Civil Engineering, Carnegie-Mellon University, (full fellowship)  
1974 B.S. Civil engineering, National Taiwan University

**EMPLOYMENT**

**Mr. James K. Chang is Founder/CEO of the COMWEB Technology Group and Founder/CEO of GKE (Global Knowledge Exchange).** He has more than 25 years experience in the start-up of technology-based ventures. In his current role, James Chang is responsible for the overall design and marketing of technology-based learning systems and is a pioneer in US and international educational technology implementation and strategies. He works personally with selected major educational institutions around the world. He is engaged in assisting China's power industry in the development of its Corporate University and Learning Support System. He is involved in many distance-learning programs around the world including the scheduled opening of a GKE Shanghai Learning Center to augment GKE's Beijing offices. He is the Co-founder of GKE Beijing, LearningDigital in Taiwan, and Schoolpia.net in Korea. He is a Board of Trustees member of CODE, a consortium of over 30, Eastern United States, higher education institutions.

**James Chang pioneered COMWEB's "KnowledgeWEB" system.** He is actively involved in multimedia classroom design projects in educational institutions around the world. Today there is an installed base of more than 3,000 COMWEB technology-based classrooms around the world. As CEO of COMWEB and GKE, James is involved in "re-engineering school" projects around the world. He has created a best-in-practice Learning Technology Architect Team (TAG) and a world-class caliber team of GKE Expert Consultants that has been actively serving the education community in re-engineering schools and corporate training for 21<sup>st</sup> Century lifelong learning environments. **James Chang is a frequently sought, national and international speaker on the subject of how to plan, design, and re-engineer the classroom and school for the 21<sup>st</sup> Century** as well as international educational strategies.

**James Chang created GKE to provide innovative consulting, coordinated services, and powerful, strategic alliance capabilities to international, education technology ventures.** GKE is both a company and an alliance. As Founder/CEO of GKE, James is responsible for developing strategic relationships with partners around the world and for shaping GKE's international corporate vision. Joint ventures include GKE/USA, GKE/Taiwan, GKE/Korea and GKE/China. GKE is rapidly developing into a Gateway to the Pacific Rim for the US "learning industry." James' educational vision includes a comprehensive "knowledge management and learning system, think-tank level consulting and international educational services alliances for the 21<sup>st</sup> Century."

To assist a visionary, international goal, James has created the GKE Foundation, and he serves as the GKE Foundation's President of the Board. The GKE Foundation is dedicated to the support of innovation in international education and the dissemination of educational opportunity and best practices for all learners.

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List of CVs

**OTHER EMPLOYMENT**

1988-1993 Co-Founder and Director of DSET Corporation  
1986-1988 Director of Business Development, Media Management Plus, Inc. – Information Publishing and software company servicing advertising and media company  
1984-1986 Co-Founder/President Acquired by Media Management Plus in 1986 DiQT Corporation – Provider of PC-Based Workstation Company servicing industry specific applications.  
1983-1985 Technology Management Consultant Servicing Venture Capital and Technology-based companies  
1981-1983 Director of Business Development, Associated Technologies International – A CAD/CAE technology System company servicing Power industry worldwide  
1981 Co-Founder/Executive Vice president – Acquired by Associated Technologies, Inc.  
1979-1981 Advanced Engineering Consultants, Inc. – A CAD/CAE Computer analysis service company servicing Nuclear Power Industry  
1977-1979 Project Engineer/Project Manager, Nuclear Power Services, Inc. –CAD/CAE servicing Nuclear Power industries  
1974-1976 Project Engineer/Project Manager, Chinese Army Corp. of Engineering  
1974 Interior Designer, Golden Design Inc. –Interior design Firm  
1973 Internship for architectural design and model making, Tin-Hwa Architect, Inc.- Commercial & Residential Architectural Firm

**SERVICES AND AFFILIATIONS**

- National Board of Advisers, US DOE National East Language Resource Center (NEALRC) located at Ohio State University
- Board of Trustees - Consortium of Distance Education (CODE); Composed of 30 United States, higher education institutions
- Founder/CEO GKE/USA
- Founder/President of the Board GKE Foundation, Inc. USA
- Founder/CEO COMWEB Technology Group, Inc. USA
- Co-Founder/Director/Vice Chairman - GKE/Beijing Inc. (A member of GKE); GKE Shanghai, under current development;
- Co-Founder - Schoolpia.Net Inc. Korea (A Korean National Learning Portal and member of GKE)
- Co-Founder & Board Of Director, Learning Digital.com, Inc. Taiwan (Taiwan-based e-Learning Knowledge Management and Content Development Co, GKE member)
- Co-Founder & Board of Directors, Centrix Technologies, Inc. China (Digital Content Publishing and Distribution Company)

**SPECIALTY**

- Start Up of Technology-based venture, Education Technology (ET) Implementation & ET Industry Framework
- Framework for 21st Century Learning, Globalization of Educational System & Re-engineering School for the 21st Century
- Education Knowledge Management & Innovative Learning System development, Emerging New NeuroET Industry development

Curriculum Vitae  
**Steve Chang**

**SERVICES AND AFFILIATIONS**

2017-Present	President National Council of Associations of Chinese Language Schools
2012-2017	Commissioner Overseas Community Affairs Council, Republic of Taiwan (R.O.C.)
2014-2015	President National Council of Associations of Chinese Language Schools
2013-2014	Administrative Vice President National Council of Associations of Chinese Language Schools
2012-2013	Secretarial Vice President National Council of Associations of Chinese Language Schools
2008-2010	Administrative Vice President National Council of Associations of Chinese Language Schools
2006-2008	President Michigan Chinese Educators Association
2004-2006	Vice President Michigan Chinese Educators Association
2002-2003	President Michigan Chinese School
2001-2002	Vice President Michigan Chinese School

Curriculum Vitae  
**GUANGYAN (GWEN) CHEN**

**EDUCATION**

- 2011 Ph.D. in Chinese Pedagogy, The Ohio State University  
2005 M.A. in Asian Civilization, The University of Iowa  
2001 M.A. in Teaching Chinese as a Second Language, Nanjing University  
1998 B.A. in Chinese Language and Literature, Anhui Normal University

**ACADEMIC EXPERIENCE**

- 2014-present Assistant Professor, Department of Modern Language Studies, Texas Christian University.  
2011-2014 Assistant Professor of Practice, Department of World Languages and Literatures, Southern Methodist University.  
2009-2011 Assistant Professor of Practice, Department of East Asian Languages and Cultures, The University of Notre Dame.  
2007-2009 Lecturer, Department of Modern Languages and Literatures, College of William & Mary.  
2004-2007 Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University.  
2002-2004 Teaching Assistant, Asian and Slavic Languages and Literature, The University of Iowa.  
1998-2001 Lecturer, The Institute for International Students, Nanjing University.

**PUBLICATIONS**

***Peer-reviewed articles***

- 2017 Chen, G. Investigating the degree of humorous enjoyment in reading Chinese language errors. *Chinese as a Second Language Research*, 6(2), 203-224.  
2017 Chen, G. & Springer, K. Recast and its repair on L2 Chinese pronunciation. *Konin Language Studies*, 5(1), 93-116.  
2017 Chen, G. Performed culture: An approach to US collegiate Chinese language education, *Quarterly Journal of Chinese Studies*, 5(1), 84-102.  
2017 Chen, G. Investigating the degree of humorous enjoyment in reading Chinese language errors. *Chinese as a Second Language Research*, 6(2), 203-224.  
2016 Chen, G. Developing a model of analytic rating scales to assess college students' L2 Chinese oral performance, *The International Journal of Language Testing*, 6(2), 50-71.  
2016 Chen, G. Examining rating criteria used to assess U.S. college students' Chinese oral performance, *Chinese as a Second Language*, 51(3), 286-311.  
2014 Chen, G. Teachers' and non-teachers' perceptions of a Chinese learner's oral performances. *Journal of the National Council of Less Commonly Taught Languages*, 16, 57-85.

***Book Chapters***

- Forthcoming Chen, G. & Springer, K. Teachers' bicultural awareness in Chinese language education," in the conceived book of *Routledge Handbook of Chinese Language Teaching*, scheduled to be released in 2019. Oxford, UK: Taylor & Francis

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Group.

***Non-peer-reviewed Publications***

- 2014 Chen, G. Where is culture?: Integrating culture into foreign language instruction. *Texas Foreign Language Association Journal*, 61, 31-32.
- 2000 Chen, G. You *jue* he *se* shuo kai qu [Phonological analysis of “*Jue*” and “*Se*”]. *Journal of Language and Literature Studies*, 1, 38-39. Neimenggu: Huhehaote.
- 2000 Chen, G. Dongtai zhuci *zhe* de dui wai hanyu jiaoxue sheji [Pedagogical design of particle “*Zhe*” in teaching Chinese as a second language]. *The Press of Chizhou Teachers’ College*, 14 (2), 91-94. Anhui: Chizhou.

**PRESENTATIONS**

- 2018 A Model of Analytic Rating Scales to Assess College Students’ L2 Chinese Oral Performance,” will present at Assessing Speaking in Context – New Trends—A conference to explore new ideas within the paradigm of the assessment of language use in context, Houston, Texas.
- 2018 “Investigating L2 Chinese Students’ Perceptions of Using VoiceThread to Enhance Their Oral Proficiency,” will present at 2018 Annual CLTA Conference, VA: Herndon.
- 2018 “What Do Students Say? Perceptions of Culture-Oriented and Video-Mediated Beginner-Level Chinese Learning Materials,” will present at the Symposium on Interdisciplinary Approaches to East Asian Languages Pedagogy, Columbus, OH.
- 2017 “Investigating Students’ Perceptions of Culturally-Integrated Online Video Materials for L2 Chinese Beginners,” the 2017 ACTFL annual conference, Nashville, TN.
- 2017 “The Effectiveness and Challenges in integrating VoiceThread to Enhance Collegiate L2 Chinese Students’ Oral Proficiency,” the 3<sup>rd</sup> Online Chinese Teaching Forum & Workshop (OCTFW), Michigan State University, East Lansing, MI.
- 2017 “Performed Culture: An Approach to US Collegiate Chinese Language Education,” the Third International Forum on Linguistics and Chinese Education, South Bend, Indiana.

23 additional presentations

**GRANTS**

- 2017 Recipient of the TCU Research and Creativities Fund (\$4500).
- 2016 TCU Junior Faculty Summer Research Program Fellowship (\$6000).
- 2016-2017 Recipient of the TCU Research and Creativities Fund (\$3145).
- 2016-2017 Recipient of the Instructional Development Fund Grant (\$2788).
- 2015 TCU Junior Faculty Summer Research Program Fellowship (\$6000).
- 2015 Recipient of the TCU Research and Creativities Fund (\$4000).

**PROFESSIONAL SERVICE**

- Advisor for the TCU Chinese Club
- Advisor for the Chinese House at TCU (starting in fall 2018)
- Vice president of Texas Foreign Language Association



Curriculum Vitae  
**EVA DUJARDIN DALE**

**EDUCATION**

1998 Bachelor of Science in Industrial Design, The Ohio State University  
1997-1998 Study Abroad Hanzehogeschool Groningen

**WORK EXPERIENCE**

2016-Present Web Services Director, The Ohio State University – College of Arts and Sciences

- Overseeing a portfolio with over 170 websites on Drupal.
- Manage team to maintain flexible Drupal template for the departments and centers.
- Developing Drupal 8 template to replace the existing template.
- Work with a team to maintain the U.OSU.EDU professional website platform for students, faculty and staff to make websites in WordPress.
- Project Management of web projects in the college.

2010-2016 Sr. Visual Communications Specialist The Ohio State University – College of Arts and Sciences

- Web Lead for the College of Arts and Sciences.
- Overseeing a portfolio with over 150 websites on Drupal.
- Worked with a team to develop a flexible Drupal template for the departments and centers in the college to quickly and easily develop their website.
- Oversee the printing and mailing of ASCENT, the college alumni magazine.

2000-2010 Sr. Visual Communications Specialist, The Ohio State University – College of the Arts

- Primary graphic designer for the College of the Arts.
- Supported the print and web needs for the college administration as well as the 7 performing and visual arts departments within the college.

1998-2000 Jr. Graphic Designer, Karlsberger Architects

- Client presentations.
- Signage and Wayfinding for buildings.
- Promotional print pieces.

**PROFESSIONAL DEVELOPMENT**

2017 Drupal 8 Developer Training  
2016 Drupal Camp Ohio  
2015 Innovate  
2014 An Event Apart – Washington D.C.  
2013 DrupalCon Portland

**SKILLS**

Web Design, Web Analytics, Print Design, Project Management, Photography, Videography, Training Videos

Curriculum Vitae  
**GARRY L. FOURMAN**

**EDUCATION**

1997            PhD, German, The University of Cincinnati  
1983            MA, German, The Ohio State University  
1980            Zwischenprüfung, Linguistics, Marburg, Germany  
1975-1977      Psychology Major, Manchester College

**PROFESSIONAL AFFILIATIONS**

- Modern Language Association (MLA).
- American Association of Teachers of German (AATG).
- American Council on the Teaching of Foreign Languages (ACTFL).
- Association of Departments of Foreign Languages (ADFL).
- Columbus Sister Cities International, INC (Board Member).
- CollegeBoard Advance Placement Program, German.
- International Society for the Study of Time (ISST).

**ACADEMIC & ADMINISTRATIVE POSITIONS**

1996-present   Chair of Modern Languages Department, Columbus State Community College  
1995-1996      Editor, *Focus on Literature*, University of Cincinnati  
1988-1993      Instructor, Hanover College  
1987-1988      Sabbatical Replacement, University of Nebraska at Kearney  
1983-1985      Instructor, Murray State University

**PUBLICATIONS**

***Dissertation***

1997            *The Domains of Time in Thomas Mann's Der Zauberberg*. University of Cincinnati, UMI, 1997. 9732727.

***Articles***

1999            "Leadership into the Next Millennium: How Community Colleges are Transforming Higher Education." *Leadership Challenges: Forging the Path Ahead*. Proc. of the Eighth Annual International Conference for Chairs, Deans, and Other Organizational Leaders. Long Beach, California, 183-189.

1994            "Introducing Students to Literary Themes via Michael Ende's *Momo*." *Perspectives in Foreign Language Teaching* Vol. VIII. Proc. of the Eighteenth Annual Conference on the Teaching of Foreign Languages and Literatures. Youngstown State University, 43-54.

1992            "Culture, Grammar and Sounds: Competency in Context." *Perspectives in Foreign Language Teaching* Vol. VI. Proc. of the Sixteenth Annual Conference on the Teaching of Foreign Languages and Literatures. Youngstown State University, 91-97.

1991            "Write On! Writing Activities From the First Day through the Fourth Semester/Year." *Perspectives in Foreign Language Teaching* Vol. V. Proc. of the Fifteenth Annual Conference on the Teaching of Foreign Languages and

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- Literatures. Youngstown State University, 104-110.
- 1990 "Motivating Students: The Foreign Language Teacher in the 1990s." *Perspectives in Foreign Language Teaching* Vol. IV. Proc. of the Fourteenth Annual Conference on the Teaching of Foreign Languages and Literatures. Youngstown State University, 222-226.

**PRESENTATIONS**

- 2017 "When East Meets West: Cultural Exchange along the Silk Road." Introductory remarks. Academic Symposium, CSCC.
- 2017 "Building Bridges with China through Community College Pathways." National Chinese Language Conference, Houston.
- 2016 "When East Meets West: The Role of the State and the Role of the Citizen." Introductory remarks. Academic Symposium, CSCC.
- 2015 "Transforming Foreign Language Programs." Invited Speaker Yanshan University, Qinhuangdao, P.R.C..
- 2015 "Exploring New Opportunities through Community Colleges." National Chinese Language Conference, Atlanta.
- 2013 "German Programs at Community Colleges: Surviving and Thriving." ACTFL, Orlando.
- 2013 "Structure and Communication." 7<sup>th</sup> Annual WUSIEP Conference, Wuhan, P.R.C.
- 2012 "Career Opportunities in Two-Year Colleges." MLA, Seattle.
- 2010 "Embracing the Challenges and Opportunities in Community College FL Programs." ACTFL, Boston.
- 2008 "Navigating Student Transitions from an ESL Program to a First-Year Composition Program." Two-Year College English Associate Regional Conference, Duluth.
- 2007 "This Riddle Called Time: From Ex Nihilo to Alethia." Faculty Lecture Series. Columbus State Community College.

**INSTITUTIONAL SERVICE**

- 2013-present Enrollment Management Committee
- 2012-present Administrative Withdrawal Review Committee
- 2012-present Academic Calendar Committee
- 2009-2010 Mentoring program: 4 mentees
- 2008-2012 Administrative Withdrawal Committee
- 2007-2008 Employee Problem Solving Initiative Committee
- 2006-2007 Sustainable Development Committee
- 2006-2007 Workload Committee
- 2004-2005 Way-finding/Signage Committee
- 2003-2004 Task force to review the Academic Affairs Procedure Manual
- 2002-2005 Curriculum Committee Subcommittee for Instructional Council
- 2002-2003 Task Force to write bylaws for Instructional Council
- 2000-2002 Leadership Academy Planning Team (CSCC)

Curriculum Vitae  
**BRIUN GREENE**

**EDUCATION**

- 2017 M.A. in Chinese Translation and Localization Management, Middlebury Institute of International Studies, Monterey, CA
- 2015 M.A. in Advanced Chinese Language and Culture, The Ohio State University, Columbus, OH
- 2012 B.S. in Diplomacy and Military Studies, Hawaii Pacific University, Honolulu, HI

**WORK EXPERIENCE**

- 2018-present Founder & CEO, Babel Dabble, Los Angeles, CA
- Babel Dabble is an education technology software company that specializes in the gamification of foreign language acquisition. We have created the world's first remote, real-time, digital, and global competitive calligraphy platform for the Chinese language, and in the future, 15+ languages. We've supercharged the language learning process by infusing it with social interactivity, competition, and endorphins. Babel Dabble is a hybrid mix of an educational e-gaming software, social media platform, learning management system, digital curriculum publisher, and Calligraphy League organization.
- 2017-2018 Full Stack Developer, BananaPad, Culver City, CA
- Coded SpeechSynthesis API into project, allowing users to have highlighted text read back aloud
  - Coded Speech-to-text API into project, allowing users to have spoken text transcripts inserted into the body of a custom note
  - Wrote custom C# web scraper that retrieves the first list page of blog entries from any Reddit URL extension the user inputs, and displays them as markdown formatted links inside of automatically populated child note-cards.
- 2015-2017 Senior Project Management Assistant, Monterey Language Services, Monterey, CA
- Translation, interpretation, localization project management.
- 2007-2013 Language Analyst, U.S. Army/National Security Agency, Schofield Barracks, HI
- Utilized various technologies to collect, sort, scan, analyse intelligence.
  - Trained team members

**SKILLS**

- Front End: JavaScript, AngularJS, jQuery, CSS3, Bootstrap 3.0, HTML5, AJAX Middle Tier: ASP.Net, WebAPI 2, C#, REST Api, ADO.Net
- Back End: SQL Server 2017
- Other: TFS, Agile/Scrum, Visual Studio 2017, 3rd Party API Integration, Sql Server Mgmt Studio 2017
- Mandarin Chinese

Curriculum Vitae

**PIL HO KIM**

**EDUCATION**

- 2009 Ph.D. in Sociology, University of Wisconsin-Madison  
1996 M.A. in Sociology, Seoul National University  
1992 B.A. in Sociology, Seoul National University

**ACADEMIC APPOINTMENTS**

- 2016-present Assistant professor, Department of East Asian Languages and Literatures, The Ohio State University, Columbus, OH  
2014-2016 Senior lecturer, Department of East Asian Languages and Literatures, The Ohio State University, Columbus, OH  
2013-2014 Scholar-in-residence, East Asian Studies Program, Lewis & Clark College, Portland, OR  
2012-2013 Visiting assistant professor, Graduate School of International Studies, Ewha Womans University, Seoul, Republic of Korea  
2011-2012 Postdoctoral fellow, Institute for Development and Human Security, Ewha Womans University  
2010-2011 Humanities Korea (HK) visiting professor, Institute for East Asian Studies, SungKongHoe University, Seoul, Korea  
2009 Lecturer, Department of East Asian Languages and Literatures, The Ohio State University  
2006 Lecturer, Center for East Asian Studies, University of Wisconsin-Madison  
2009 Associate lecturer, Department of Sociology, UW-Madison

**PUBLICATIONS**

**Peer-reviewed journal articles**

- 2018 Pil Ho Kim and Woojin Jung. "Ownership and Planning Capacity in the Asian-Style Development Cooperation: South Korean Knowledge Sharing Program to Vietnam", *Korea Observer* Vol. 49, No. 2 (forthcoming).  
2017 Pil Ho Kim. "Guns over Rice: The Impact of US Military Aid on South Korean Economic Reconstruction", *International Development Cooperation Review* Vol 9, No. 1, pp. 33-50.  
2016 Pil Ho Kim. "Hybridity of Cultural Nationalism in Korean Popular Music: From Saeui Chanmi to Jeongtong Hip-hop", *Korean Journal of Popular Music* Vol. 18, pp. 219-246.  
2013 Eun Mee Kim, Pil Ho Kim, Jinkyung Ki. "From Development to Development Cooperation: Foreign Aid, Country Ownership, and the Developmental State in South Korea", *The Pacific Review* Vol. 26, No. 3, pp. 313-336.  
2011 Pil Ho Kim and C. Colin Singer. "Three Periods of Korean Queer Cinema: Invisible, Camouflage, and Blockbuster", *Acta Koreana* Vol 14, No. 1, pp. 115-134.  
2010 Pil Ho Kim. "The East Asian Welfare State Debate and Surrogate Social Policy: An Exploratory Study on Japan and South Korea", *Socio-Economic Review* Vol. 8, No. 3, pp. 411-435.  
2010 Pil Ho Kim and Hyunjoon Shin. "The Birth of Rok: Cultural Imperialism,

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- Nationalism and the Glocalization of Rock Music in South Korea, 1964-1975”,  
*positions: east asia cultures critique* Vol. 18, No. 1, pp. 199-230.
- 2004 Pil Ho Kim. “Political Preferences and Attitudes towards the Welfare State:  
Cross-national Comparison of Germany, Sweden, the U.S. and Japan”,  
*Comparative Sociology*, Vol.3, No.3-4, pp. 321-351.

***Edited volumes and book chapters***

- 2016 Pil Ho Kim. “Korean Rock’s Journey from Group Sound to Indie Punk” in  
Hyunjoon Shin and Seung-ah Lee ed., *Made in Korea: Studies in Popular Music*,  
London: Routledge
- 2015 Pil Ho Kim and Woojin Jung. “Does Domestic Welfare Reform Spill into  
Development Assistance Overseas? The South Korean Case” in Reza Hasmath  
ed., *Inclusive Growth, Development and Welfare Policy: A Critical Assessment*,  
London: Routledge.
- 2014 Eun Mee Kim and Pil Ho Kim ed. *The South Korean Development Experience:  
Beyond Aid*, London: Palgrave MacMillan.
- 2014 Hyunjoon Shin and Pil Ho Kim. “Birth, Death, and Resurrection of Group Sound  
Rock” in Kyung Hyun Kim and Youngmin Choe ed., *Korean Popular Culture  
Reader*, Durham: Duke University Press.

**RESEARCH AND TEACHING GRANTS**

- 2016 Big Ten Academic Association Curriculum Development Grant, Korean Studies  
e-School, the Korea Foundation
- 2014-2017 Co-PI, Humanities Korea Research Grant (2007-361-AM0005) “Asia as Culture”  
awarded to the Center for East Asian Studies, SungKongHoe University
- 2013-2014 Principal investigator, Academy of Korean Studies Competitive Research Grant  
(AKS-2013-R73), “Conflict, Competition, Cooperation: Human Security and  
Development in the Korean Peninsula”
- 2011 Co-PI, “Evaluation of International Developmental Cooperation Consulting”,  
commissioned by the Prime Minister’s Office, Republic of Korea (PI: Professor  
Hung-guk Cho, Pusan National University)
- 2003-2005 Co-PI, the Asian ‘World Music’ Research Project, sponsored by the Korean  
Culture and Arts Foundation (principal investigator: Dr. Hyunjoon Shin,  
Sungkonghoe University)

**AWARDS AND HONORS**

- 2017 Conference travel grant, *The Future Is Now: Mapping Social Change in  
Contemporary South Korea*, Nam Center for Korean Studies, University of  
Michigan
- 2011 *Socio-Economic Review Annual Prize* for the best submitted article, the Society  
for the Advancement of Socio-Economics (SASE)
- 2008 Annual Meeting Travel Grant, the Northeast Asia Council, Association for Asian  
Studies
- 2005 Vilas Travel Grant, University of Wisconsin-Madison
- 2005 Travel Grant, the Fourth International Graduate Student Conference, East-West  
Center, Honolulu, HI

Curriculum Vitae  
**BAOCAI JIA**

**EDUCATION**

2011- Present Ed.D. candidate, Educational Leadership, Saint Mary's College of California, Moraga, California  
2002 M.A., Educational Administration, Saint Mary's College of California, Moraga, California  
2000 M.A., Chinese, San Francisco State University  
2003-2007 B.A., English Language and Literature, Qufu Teachers' University, Qufu, Shandong

**TEACHING EXPERIENCE**

2001-present Chinese Language and Culture Educator, Cupertino High School  
2004-2006 Department Chair, Chinese Language and Culture Educator, and English Language Development Educator, Modern Languages Department at Fremont High School  
2006-present Chinese Language and Culture Educator, Stanford World Language Project, SWLP, Stanford University  
2002-2005 Chinese Language and Culture Educator, University of California Berkeley Extension  
2000-2003 Chinese Language and Culture Educator, San Francisco City College  
Steven additional teaching experiences

**PROFESSIONAL LEADERSHIP**

- Committee Member, California State Department of Education World Language Standards Advisory Committee, (2018-present)
- Board Member, California World Language Project Advisory Board (as the California State Department of Education representative) (2013 - present)
- Committee Member, College Board's World Language Academic Advisory Committee (2016)
- Committee Member, College Board's AP Chinese Language and Culture Articulation Work Group (2016)
- Committee Member, College Board's AP Chinese Language and Culture Development Committee (2013 - present)
- Committee Member, College Board's SAT Chinese Subject Test Development Committee (2007 - 2011)
- Cooperating Teacher, Stanford Teacher Education Program (2013-14, 2017-18)

**PROFESSIONAL AWARDS AND ACHIEVEMENTS**

- CLTA SWLP Teacher Leader of the Year Award, California Language Teachers Association (2017)
- CLERC Award of Distinction, Chinese Language Education and Research Center of California (2011)
- Awarded the tile of Jinan Teaching Expert, Jinan Municipal Department of Education (1991)

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- Awarded an Overseas Research Scholarship, Chinese Department of Education (1988)
- Awarded the title of National Outstanding ESL Teacher of the Year, Chinese Department of Education (1987)
- Participating author of a Chinese textbook series, *Chinese for Middle School Students* (Fall 2011); *Chinese for High School Students* (Fall 2011) by People's Education Publishing House in Beijing
- Author of *MET (Matriculation English Test) Prep Book*, published by Liaoning People's Publishing House in Shenyang, 1993
- Author of *A Review Guide for Taking the English Language Test in the Entrance Matriculation Test*, published by Haiyang Publishing House in Beijing, 1992

### PROFESSIONAL AFFILIATIONS

- American Council on the Teaching of Foreign Languages, ACTFL (Since 2002)
- Chinese Language Association of Secondary-Elementary Schools, CLASS (since 1997), serving as CLASS Board member (2007 - 2010), serving as Vice President and President (2011-2013), a second term as Vice President and President (2014-2016), and currently serving as Executive Director of CLASS (as of November 2016)
- Chinese Language Teachers Association, CLTA (Since 2008)
- California Language Teachers Association, CLTA (since 2010)
- Chinese Language Teachers Association of California (Since 1995), serving as Vice Chair in charge of Speech Contest, (2003 – 2007)
- Foreign Language Association of Northern California (Since 1998)
- Modern Language Association, MLA, (Since 2010)



Curriculum Vitae  
**JUNQING JIA**

**EDUCATION**

- 2012- 2017 Ph.D., Chinese language pedagogy, The Ohio State University  
2010-2012 M.A., Chinese language pedagogy, The Ohio State University  
2007-2010 M.A., Comparative Studies; minor in Comparative Poetics, Shanghai Normal University  
2003-2007 B.A., Chinese language and literature; minor in English literature, Shanghai Normal University

**SELECTED PUBLICATIONS**

- 2010 Cross and Lotus: Interpretation of Nestorian Relics in Tang Dynasty. Graduate students' work collection of 2009, Journal of Shanghai Normal University  
2010 Seeing Exposition from Inside, Shanghai Oriental Press  
2010 Analysis of the Education System and Teaching Methods in Remote Areas of China. A collection of Guizhou field work reports by the Comparative Literature Center in Shanghai Normal University  
2009 "Exploring Uniqueness in Daily Life: interview with the Dean of the School of Architecture at MIT". New China, New Architecture: 60 Architects in 60 Years. Jiangxi Science and Technology Press, China  
2005 Junqing Jia and Ping Li. Reflection of Chinese Idols as Mass Culture Experience. A collection of symposium articles from the Urban Culture Research Center in Shanghai Normal University  
2009 Junqing Jia and Xiaodong Xu. "Question life, Love life: An interview with Indian architect Shirish Beri." Designer & Designing magazine, Shanghai

**ACADEMIC ACTIVITIES**

- 2012 Speaker, Third International Conference on the Development and Assessment of Intercultural Competence. Gave a presentation on the topic of "Motivating Factors in a Study Abroad Program"  
2012 Instructor, OSU SPEAC summer language Program. Taught intermediate level courses  
2010 Instructor, OSU Chinese Flagship summer intensive language Program. Taught experimental 5th-level course to 10 students from five American universities  
2008 Group Leader, Department of Comparative Literature, Shanghai Normal University. Managed the first Teaching Symposium on Comparative Literature Education of Six Chinese Normal Universities; the symposium included two e-conferences with Ohio State University's Department of East Asian Languages.  
2008 Student Representative, Chinese Comparative Literature Association. Selected from a national pool (graduate students major in Comparative Literature in China) to represent at the Ninth Annual Meeting of Chinese Comparative Literature Association  
2007-2008 English Proofread, Research center of comparative literature, Shanghai Normal University. Proofread translation of the book (Chapter two to five): Arts and Culture, Combined Volume, 2/E (written by Janetta Rebold Benton and Robert DiYanni, published by Prentice Hall in 2005)

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- 2008 Field Researcher, Shanghai Normal University's summer fieldwork and teaching program. Conduct field study on religious relics in remote areas of China, focusing on widely used religious symbols and Christian missionaries' activities in China.
- 2004-2005 Chief Editor, Department of Chinese Language & Literature at Shanghai Normal University. Collected and edited academic works (32 pieces of works, including poetry, fiction and academic articles) by Chinese department undergraduates. The collection Garden of Herbs was distributed in the Department of Chinese Language and Literatures (500 copies)

**WORK & TEACHING EXPERIENCE**

- 2013-present Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University
- 2013, 2014 Resident Director, Critical Language Scholarship, Suzhou, China
- 2012-2013 Chinese language fellow, Department of Asian Studies, Williams College
- 2010-2012 Research/Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University

Curriculum Vitae  
**XIAOBIN JIAN**

**EDUCATION**

- 1992 Ph.D., Chinese Literature, The Ohio State University  
1987 M.A., Chinese Literature, The Ohio State University  
1982 B.A., Chinese Literature, Jinan University

**ADMINISTRATIVE POSITIONS**

- 2015-Present Director, OSU Summer Intensive Chinese Language Program in Suzhou. The Ohio State University  
2014-Present Associate Director, National East Asian Languages Resource Center The Ohio State University  
2013-2014 Director, China Institutes, Ohio State-US State Department Critical Languages Scholarship Program  
2007-present Director, China Capstone Year, Chinese Flagship Program, The Ohio State University  
1992-1998, 2002, 2004, 2007 Director, William and Mary in China, College of William and Mary  
1990-1998, 2002-2004, 2006-2007 Coordinator, Chinese Program, College of William and Mary

**ACADEMIC POSITIONS**

- 2012-present Associate Professor, Department of East Asian Languages and Literatures, The Ohio State University  
2008-2012 Visiting Associate Professor, Department of East Asian Languages and Literatures, The Ohio State University  
1996-2008 Associate Professor, Department of Modern Languages and Literatures, College of William and Mary  
1990-1996 Assistant Professor, Department of Modern Languages and Literatures, College of William and Mary

**PROFESSIONAL SERVICES**

- 2013 Reviewer, *Global Debate through Chinese*, Georgetown University Press,  
2012 Reviewer, *Chinese as a Global Language*, Cambridge University Press  
2009-2012 Editorial Board Member, *A Series of Bilingual English-Chinese Humanities Textbook*, Shanghai Education Press  
2008-present Editorial Board Member, *Cowrie: A Chinese Journal for Comparative Literature and Culture*, Shanghai Literature and Art Publication House

**PUBLICATIONS**

- 2018 *Perform Suzhou* 《体演苏州》 (with Jianfen Wang, Junqing Jia and Chenghua Feng), London and New York: Routledge.  
2018 *Guizhou: Action and Presentation* 《行说贵州》 (with Zhang Xiaosong and Fu Haiyan), Guiyang, Guizhou Renmin Chubanshe.  
2016 *Perform Suzhou* 《体演苏州》 (with Jianfen Wang, Junqing Jia and Chenghua Feng), Columbus: Ohio State University Foreign Language Publication and

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- Suzhou: Soochow University Press, 2016.
- 2016 *Perform China* 《体演中国》. Series Editor, A socialization-localization series. *Perform Suzhou* 《体演苏州》 of the series published in 2016, *Perform Guangzhou* 《体演广州》 manuscript completed, *Perform Qingdao* 《体演青岛》 and *Perform Chengdu* 《体演成都》 drafted.
- 2011 *Fresh View: Guizhou Westbound*. Co-project designers, co-directors and co-producers Xiaobin Jian and Zhang Xiaosong
- 2010 “ ‘Lao’ wenti xin silu, ” (“ ‘Old’ Issue, New Thinking) in Galal Walker ed. *The Pedagogy of Performing Another Culture*, National East Asian Language Resource Center, The Ohio State Foreign Language Publications and Hubei Education Press, pp. vii-x.
- 2010 “ Playing the Game of Interpersonal Communication in Chinese Culture: The ‘Rules’ and the Moves,” Xiaobin Jian and Eric Shepherd, in Galal Walker ed. *The Pedagogy of Performing Another Culture*, National East Asian Language Resource Center, The Ohio State Foreign Language Publications and Hubei Education Press, pp. 96-143.
- 2010 Co-chief translators Sun Jingyao, Chen Nan. (Translation of *A History of World: Arts and Humanities* by Janetta Rebold Benton and Robert DiYanni), Shandong Pictorial Press. (622 pages)
- 2006 Symbols and Rituals: An Illustrated Introduction to the Civilizations of the Guizhou Mountains (English translation for Zhang Xiaosong’s above book), Guizhou People’s Publishing House.
- 2005 “Foreword”, in Eric Shepherd’s *Eat Shangdong: From Personal Experience to a Pedagogy of a Second Culture*. Columbus: Foreign Language Publications, National East Asian Languages Resource Center, The Ohio State University, pp xi-xii.
- 1996 *Spoken Cantonese: Presentation and Context*. Kaleidoscope Volume IV. (Co-authors Matthew Christensen, Roxana Sukyee Fung, and Xiaobin Jian.) Columbus: Ohio State University Foreign Language Publication. (220 pages)
- 1995 *Spoken Cantonese: Acquisition and Presentation*. Kaleidoscope Volume III. (Co-authors Matthew Christensen and Roxana Sukyee Fung, and Xiaobin Jian and King Szeto.) Columbus: Ohio State University Foreign Language Publication. (279 pages)
- 1995 *Spoken Cantonese: Performance and Acquisition*. Kaleidoscope Volume II. (co-authors Matthew B. Christensen and Xiaobin Jian) Columbus: Ohio State University Foreign Language Publication. (289 pages)
- 1994 *Spoken Cantonese: Context and Performance*. Kaleidoscope Volume I. (co-authors Xiaobin Jian and Matthew Christensen) Columbus: Ohio State University Foreign Language Publication. (310 pages)

**Films/Videos**

- 2017 《天眼之中—平塘》 *Pingtang: Viewed through the Heavenly Eyes*. (co-created and directed with Zhang Xiaosong) A short film presenting ethnic minority culture and natural scenery of Pingtang, Guizhou. Graduate students in the Masters in Advanced Chinese Language and Culture program participated in the research, performance and production aspects of the film. Produced by Guizhou

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- TV and Guizhou Rural Tourism Development Center.
- 2011 《新视野—西行贵州》 *Fresh Views: Guizhou Westbound*. (co-created and directed with Zhang Xiaosong) Seven short films presenting ethnic minority culture and natural scenery of western Guizhou. Graduate students in the Masters in Advanced Chinese Language and Culture program participated in the research, performance and production aspects of the film. Produced by Guizhou Province Tourism Administration and Guizhou Normal University.
- 2010 《蝴蝶妈妈的记忆—季刀的故事》 *The Memory of Mother Butterfly—The Story of Jidao Women*. (co-created and directed with Zhang Xiaosong) A short documentary film about Miao women handicraft tradition in Jidao Village, Guizhou, a sub-project of The World Bank Guizhou Natural and Cultural Heritage Preservation and Development Project. Produced by Guizhou Province Tourism Administration and Guizhou Normal University Rural Tourism Research Center.
- 2010 《音乐改变人生》 *Music Changes Life*. (co-created and directed with Zhang Xiaosong) A short documentary film about ethnic minority music tradition in Guizhou and other parts of Southwestern China, a sub-project of The World Bank Guizhou Natural and Cultural Heritage Preservation and Development Project. Produced by Guizhou Province Tourism Administration and Guizhou Normal University Rural Tourism Research Center.

**PRESENTATIONS/TALKS/WORKSHOPS (in the last two years)**

- 2018 “Co-constructing a multilingual and cross-cultural 3<sup>rd</sup> Space,” at Symposium on Interdisciplinary Approaches to East Asian Languages Pedagogy, Columbus: The Ohio State University, February 24.
- 2017 “The Practice of a Multi-lingual and Transcultural 3<sup>rd</sup> Space and the Possibility of ‘Multicultural Community of Shared Destiny’,” at 9<sup>th</sup> International Conference on Intercultural Communication, Wuhan: Wuhan University, November 25.
- 2017 “Performed Cultures: Negotiating ‘Self’ and ‘Other’ in the 3<sup>rd</sup> Space” (with Galal Walker), at The International Academic Symposium of Language Communication and Civilization Dialogue, Oxford: Oxford University, June 28.
- 2016 “从Tomasello的认知发展研究说起——关于文化“殊途”的起源及其“同归”的路径的思考”, Xuesi Hu Overseas Distinguished Scholars Forum, Shanghai: Shanghai Normal University, June 8.

**GRANTS**

- 2017 College of Arts and Science International Travel Grant—to present “Performed Cultures: Negotiating ‘Self’ and ‘Other’ in the 3<sup>rd</sup> Space” at The International Academic Symposium of Language Communication and Civilization Dialogue, Oxford University, June 28, 2017.
- 2016 China Ministry of Science and Technology Educational Site Development Grant (Co-PI with Zhang Xiaosong et al.), 《贵州三叠纪遗址科研教育旅游基地的开发》 (Developing Guizhou Triassic Geologic Sites into a Research, Education and Tourism Base)

Curriculum Vitae  
**HIROAKI KAWAMURA**

**EDUCATION**

- 2002 Ph.D., Cultural Anthropology, The Ohio State University, Columbus, OH  
1995 M.A., Cultural Anthropology, University Of Idaho, Moscow, ID  
1993 B.A., General Studies (Social Science Concentration), Lewis-Clark State College, Lewiston, ID  
1991 Exchange: Japan - Summer Japanese Language Pedagogical Training Institute, Bryn Mawr College, PA  
1988 B.A., English, Dokkyo University, Soka, Saitama, Japan

**PROFESSIONAL EXPERIENCE**

**Teaching experiences**

- 2004-present Associate Professor of Japanese, The University of Findlay, OH.  
1998-2004 Assistant Professor of Japanese, The University of Findlay, OH.  
1995-1998 Graduate Research Associate, Program Evaluation Team, Foreign Language Center, The Ohio State University, OH.

**Administrative experiences**

- 2017-present Director, Director, Area of Modern Languages, The University of Findlay  
2011-present Director, Internationalization of K-12 Education in Hancock County  
2007-present Director, Rakuno Gakuen University Animal Science Study Tour Program  
2007-present Director, Viet Nam Faculty Exchange Program  
2006-present Chair, Department of Language and Culture (Foreign Languages, TESOL [Teaching English to Speakers of Other Languages], IELP [Intensive English Language Program]), The University of Findlay, OH  
2004-present Director, Genki-Kids Japanese Language and Culture Program  
2004-2006, 2011-present President, Ohio Association for Teachers of Japanese (OATJ)  
2003-present Director/Co-Director, UF-KAKE Bridge Program/UF-KAKE Ambassador Program  
2001-2005 Vice Chair, Executive Board, OSET (Ohio Saitama English Teaching Program (executive board member since 1999)).  
2000-2006 Director, Undergraduate Language and Culture Area (Foreign Languages), The University of Findlay, OH  
2000-2003 Director, International Studies Program, The University of Findlay, OH

**Selected list of additional professional experiences**

- 2009, 2012 Reader, Critical Language Scholarship (US Department of State)  
2007-2010 An Editorial Board Member, The Open Sociological Journal  
2006-present Reader, Association of Teachers of Japanese, Bridge Scholarship Committee

**GRANTS AND AWARDS**

- The Japan Foundation (US-Japan-Southeast Asia Collaboration and Exchange Initiative), 2016-2019 [\$247,426]
- The Community Foundation (Culturally Enriched Classroom), 2016-2018 [\$11,218]

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- “Japan beyond Automobile: Integration of Japan into K-12 Curriculum in Hancock County.” UF Department of Education, Fulbright-Hays Group Projects Abroad Program, 2014-2015 [\$70,000]
- “Japan beyond Automobile: Integration of Japan into K-12 Curriculum in Hancock County.” Martha Holding Jennings, 2014-2015 [\$9,950]
- “Analysis of Contemporary Japanese Culture from the Viewpoint of Human-Animal Relationship.” The Japan Foundation, Japan-America Collegiate Exchange Program, 2013 [\$56,000]
- “Japanese Oral Tradition: Rakugo.” The Japan Foundation Center for Global Partnership, Education Grant, 2011 [\$5,000]
- “Internationalization in K-12 Education in Hancock County.” The Community Foundation Grant, 2011-2014 [\$36,200]
- “Kyosei: Relationships of Co-Existence in Contemporary Japanese Society.” ASIANetwork Freeman Student/Faculty Fellowship Grant, 2011 [\$24,000]
- “Japanese Oral Tradition in Ohio and Michigan: Rakugo and Katsuben.” The Japan Foundation Center for Global Partnership, Education Grant, 2010 [\$5,000]
- Japan Outreach Initiative (JOI), The Japan Foundation, Center for Global Partnership & The Laurasian Institution, 2009-2011 [\$1,000 + a full-time staff position for two years, i.e., stipend, accommodation and local/international transportation]
- “Japanese Culture in Northwest Ohio.” The Japan Foundation Center for Global Partnership, Education Grant, 2007 [\$5,000]
- ASIANetwork Vietnamese Faculty Exchange grant, 2006/2007 [\$4,800 + a full-time scholar for five months, i.e., stipend, accommodation and local/international transportation]
- Hamako Itoh Chaplin Award in Japanese Language Pedagogy (Association for Asian Studies), 2002
- Leslie White Award, Cultural Anthropology (The Central States Anthropological Society), 1999
- The Jacobs Research Funds (Whatcom Museum Society, Washington), 1998

## PUBLICATIONS

- “International Education as Intercultural Communication: Using Intercultural Development Inventory (IDI) as a Framework of Reference.” A chapter in *Impact of Internationalization on Japanese Higher Education*. John Mock, Hiroaki Kawamura and Naeko Naganuma, eds. Sense Publisher, Boston. 2014 (forthcoming).
- *Home Stay: Performance Training for Learners of Language and Culture*. A chapter in *Use of Everyday Japanese and Proficiency: Toward Broader Communication Skill Development*, Bonjin-sha, Japan. May, 2012.
- “Participant Observation for Language Learners: A Performance-Based Approach to Language Learning During Study Abroad.” *Japanese Language and Literature* 41, 2: 333-350, 2007.
- “Ethnographic Approach to Program Evaluation.” (2006). In *Evaluating Foreign Language Programs: Content, Context, and Change*. Diane W. Birckbichler, ed. Pathways to Advanced Skills series, Vol. X. National Foreign Language Resource Center, The Ohio State University, Columbus, OH.

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- “Focus Group” and “Data Collection.” (2006). With Jean-Louis P. Dassier and Kelly M. Costner. In *Evaluating Foreign Language Programs: Content, Context, and Change*. Diane W. Birckbichler, ed. Pathways to Advanced Skills series, Vol. X. National Foreign Language Resource Center, The Ohio State University, Columbus, OH.
- “Symbolism, Politics, and Environment: Hunting, Fishing, and Gathering Practices among Contemporary Nez Perce Indians in Idaho, USA.” *Agriculture and Human Values* 21: 157-169, 2004.

### PRESENTATIONS

- Tourism. Paper presented at the Annual Meeting of ASIANetwork, Philadelphia, April 8, 2018.
- Meshworks and Boundaries between Human and Nonhuman Animals:
- Affects, Touching and Practice. Paper presented at the Annual Meeting of *Association for Asian Studies*, Washington DC, March 23, 2018.
- Maximizing Language Gains during a Short Study Abroad Program: Coaching as a Strategy. Paper presented at the Annual Meeting of *American Association of Teachers of Japanese*, Washington DC, March 22, 2018.
- Boundaries between Humans and Non-Human Animals. Paper presented as part of the roundtable at The Annual Meeting of Canadian Anthropological Association, Ottawa, May 4, 2017.
- Introduction. At the panel entitled “The Saga of Japanese Honorifics (*keigo*): Persistent Myth, Persistent Reality” at The Annual Meeting of Association for Asian Studies, Toronto, March 16, 2017.
- Short Study Abroad: How to Begin, How to Sustain and How to Make it Work? Paper presented at Annual Meeting of ASIANetwork, Chicago, April 12, 2014.
- Going Beyond “Fluent Fool”: Maximizing Cultural Gain during Study Abroad for Japanese Advanced Learners. Paper presented at The Annual Meeting of Modern Language Association, Boston, January 4, 2013.
- Circulation of Knowledge in Virtual Space: Importing and Exporting Higher Education through Online Education in the Pacific Rim. Paper presented at The Annual Meeting of American Anthropological Association, New Orleans, November 16, 2010.
- Home Stay: Performance Training for Learners of Language and Culture. Invited presentation at The Proficiency Symposium, Hakodate, Japan, July 18, 2010.
- International Education in Japan: Observation from the US. Paper presented at The Annual Meeting of American Anthropological Association, Philadelphia, December 3, 2009.
- Performance and Power during Study Abroad: Acting in Bourdieu's “Field.” Paper presented at Princeton Japanese Pedagogy Forum, Princeton, May 3, 2009.
- Coaching of Study Abroad Learners through “Stories.” With Mari Noda. Paper presented at the panel entitled “Enriching the Asian Experience: An Integrated Approach to Maximize Linguistic and Cultural Gain through Experiential Learning” (organizer & chair). Annual Meeting of Association for Asian Studies, Atlanta, April 4, 2008.



Curriculum Vitae  
**CHUANREN KE**

**EDUCATION**

- 1992 Ph.D., Linguistics, Department of Linguistics, Indiana University at Bloomington  
1985 M.A., Applied Linguistics, Department of Linguistics, Indiana University at Bloomington

**CERTIFICATIONS**

- 2000-present Certified ACTFL Oral Proficiency Interview (OPI) Tester Trainer  
1992-present Certified ACTFL Oral Proficiency Interview (OPI) Tester of Chinese

**ACADEMIC EMPLOYMENTS**

- 2008-present Zijiang Scholar/Zijiang Chair Professor, East China Normal University  
2007 Visiting professor, Beijing Language and Culture University Center for the Studies of Chinese as a Second Language  
2007-present Professor, Chinese & Chinese Applied Linguistics, Department of Asian Languages and Literature, The University of Iowa  
2007-present Professor, Second Language Acquisition, Foreign Language Acquisition, Research, and Education (FLARE) The University of Iowa  
2006-present Director, The Confucius Institute at The University of Iowa  
2005-2008 Director, The University of Iowa Center for Asian and Pacific Studies  
2001-2004 Chair, Department of Asian Languages and Literature, The University of Iowa

**PUBLICATIONS**

- 2012 Chuanren Ke, Yi-Tzu Huang, and Jia Zhu. (Teaching Chinese as a second language: Speaking acquisition and instruction), Peking University Press.  
2012 Chuanren Ke. Research in second language acquisition of Chinese: Where we are, where we are going. *Journal of the Chinese Language Teachers Association*, 47:3:43-113.  
2011 Chuanren Ke and Audrey Li. "Chinese as a foreign language in the US." *Journal of Chinese Linguistics*. 39:1, 177-238  
2010 Dai Chen & Chuanren Ke. From Form-Focused to Task-Based CFL Instruction. The Ohio State University Foreign Language Publications.  
2009 Teaching Chinese as a second language: Listening acquisition and instruction, Peking University Press.  
2007 Helen Shen and Chuanren Ke. "Radical awareness and word acquisition among non-native learners of Chinese." *Modern Language Journal*, 91:1, 97-111.  
2006 "Directions for research in teaching Chinese as a foreign language for the 21st century: A proposal." *Chinese Teaching in the World*, 75:4, 89-97.  
2006 "A Model of Formative Task-based Language Assessment for Chinese as a Foreign Language." *Language Assessment Quarterly*, 3:2, 207-227.  
2005 Chuanren Ke & Zizi Zhang. "Chinese Computerized Adaptive Listening Comprehension Test" (CCALT). Web-based version. Published by the Ohio State University Foreign Language Publications. <http://ccalt.osu.edu>.  
2005 Chuanren Ke. OPI和SOPI: 两种口语测试法的相关研究及其在教学中的应用 (Research on the relationship between the OPI and the SOPI and their

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- pedagogical implications). 《汉语教学学刊》*Journal of Chinese Language Studies*, 1: 156-168.
- 2005 Chuanren Ke. Acquisition Patterns of Chinese Linguistic Features for CFL Learners. *Journal of the Chinese Language Teachers Association*, 40:1: 1-24.
- 2004 Chuanren Ke. Web-Based Chinese Reading Lessons for Beginning Classes. 26 Lessons. Features of each lesson include a built-in Chinese-English dictionary, a built-in character-pinyin conversion system, reading comprehension questions accompanying each reading lesson for the purpose of evaluating reading outcomes, and audio files accompanying all reading lessons which allow students to have access to the materials both visually and aurally.  
<http://www.uiowa.edu/~chnsrng>.

Five additional publications.

### BOOK REVIEWS

- 2000 Review of *Second Language Learning Theories* (Authors: Rosamond Mitchell and Florence Myles). *Modern Language Journal*, 84: 132-133.
- 1999 《中国视点》中级汉语教程前言(Preface for *Spotlight on China*). (Author: Yu Ning) Beijing Language and Culture University Press, v-vi.
- 1997 Review of *Chinese Pedagogy: An Emerging Field* (Editor: Scott McGinnis). *Modern Language Journal*, 81: 414-415.
- 1994 Review of *Introducing Chinese into High School: The Dodge Initiative* (Authors: Sarah Jane Moore et al). *Journal of the Chinese Language Teachers Association*, 29: 101-103.
- 1993 Review of *A Chinese Text for a Changing China* (Authors: Irene Liu & Li Xiaoqi). *Modern Language Journal*, 77: 541.

### GRANTS AND AWARDS

- 2010 Support from Chinese Language Council International (Hanban) for The Confucius Institute at the University of Iowa (\$500,000)
- 2010 National Foreign Language Center STARTALK grant (\$99, 947) titled “STARTALK: Summer Intensive Chinese Program for Iowa Junior and Senior High School Students”
- 2008 Henry Luce Foundation grant (\$230,000) titled “Second Language Acquisition of Chinese: Progress Trajectories and Effects of Learning Context”
- 2008 Freeman Foundation Undergraduate Asian Studies Initiative II (\$400,000)
- 2008 Freeman Foundation Program for Teaching East Asia (\$90,000)
- 2007 Council for International Educational Exchange (\$9,000) awarded for pilot study titled “Chinese language learning trajectories and effects of learning context”

Curriculum Vitae  
**MYUNGJIN KIM**

**EDUCATION**

1999        Ph.D. English, The University of Minnesota  
1987        M.A. English, Seoul National University  
1985        B.A. English, Seoul National University

**ADMINISTRATIVE EXPERIENCE**

2011-present    Dean, International Education Center, Yonsei University Wonju Campus

- Provide strategic leadership and direction in developing international relationship.
- Make all international agreements
- Develop and provide English courses to all students
- Develop and provide Korean Language courses to all foreign students
- Recruit international students

2009-2010        Chair, Department of English, Yonsei University Wonju Campus  
2006-2007        Chair, Graduate School of English Education, Yonsei University Wonju

**ACADEMIC EXPERIENCE**

2005        Associate Professor(Tenured), Yonsei University Wonju Campus  
2001        Assistant Professor, Yonsei University Wonju Campus  
2000        Visiting Professor, Seoul National University

**PROFESSIONAL ACTIVITIES**

**A member of committee of examiners**

2004-present    TEPS(Test of English Proficiency developed by Seoul National University)  
2013-present    NEAT(National English Ability Test)

**A member of board of editors**

2007-present    English Literature  
2007-2012        Scholars of English Studies in Korea  
2003-present    British and American Fiction

Curriculum Vitae  
**EUN JUNG KO**

**EDUCATION**

- 2016-present Ph.D. program, Foreign, Second, and Multilingual Language Education in Teaching and Learning, The Ohio State University
- 2013 Master of Arts, Teaching Korean as a Foreign Language in Korean studies Seoul, South Korea Graduate School of International Studies, Ewha Womans University
- 2011 Bachelor of Arts, Korean Language and Literature, minor in Public Administration, Seoul, Korea Ewha Womans University

**TEACHING EXPERIENCE**

- 2016-present Moderator, Korean Conversation Table, Korean program, The Ohio State University, Columbus, Ohio
- 2015-present Korean language lecturer, Korean-American Community School of Central Ohio Columbus, Ohio
- 2015- 2016 Korean language lecturer, Department of East Asian Languages and Literatures, The Ohio State University, Columbus, Ohio
- 2012-2014 Korean language lecturer, Sogang University Korean Language Education Center, Seoul, Korea

**PUBLICATIONS AND ACADEMIC ACHIEVEMENTS**

***Books***

- 2014 Ko, E. J., Kim, D., & Cho, E. (2014). *Diary of Dana in Korea* (2nd ed.). Seoul: Hawoo.
- 2013 Ko, E. J., Kim, D., & Cho, E. (2013). *Diary of Dana in Korea*. Seoul: Hawoo.

***Referred Journal Article***

- 2015 Cho, E & Ko, E. J. (2015). A speech act of greeting among Koreans and Korean language learners. *Bilingual Research*, 40, 287–322.

***Research and Material Development***

- 2014-2015 Research Assistant, *Sogang Korean 4A, 4B, Grammar and Vocabulary book* Seoul: Sogang University Institute for International Education
- 2013-2014 Material development for Korean program, Sogang University Korean Language education Center
- Korean writing textbook for intermediate level
  - Korean speaking materials for beginner level
  - Korean immersion program materials for intermediate level
  -

**CONFERENCE PRESENTATION**

- 2018 Ko, E. J. (May). Teaching for Transfer in Foreign Language Teaching. Paper presented at the Annual Conference on Excellence in Teaching and Learning, The Ohio State University, Columbus, Ohio. (forthcoming)
- 2018 Jang, J. & Ko, E. J. (April). The Regulatory Fit Effects on L2 Learning Transfer. Poster presented at the Annual Second Language Acquisition Graduate Student Symposium, The University of Iowa, Iowa City, Iowa. (forthcoming)

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- 2018 Ko, E. J. & Jang, J. (February). Imagined Identities and Learning Korean as a Foreign Language. Poster presented at the College of Education and Human Ecology Student Research Forum, The Ohio State University, Columbus, Ohio.
- 2017 Min, J. & Ko, E. J. (October). Speaking-Writing Connections through Peer Interaction and Feedback. Poster presented at the Annual Second Language Research Forum, Columbus, Ohio.
- 2016 Ko, E. J. (July). Teaching Korean Language Vocabulary Workshop. Invited keynote presentation at the Annual Conference of American School Korean Language Teachers, Sogang University, Seoul, Korea.
- 2014 Cho, E. & Ko, E. J. (November). A speech act of greeting among Koreans and Korean language learners. Paper presented at the Korean Society of Bilingualism Annual Convention, Seoul National University, Korea.

**AWARDS AND CERTIFICATES**

- 2017 Award of Excellence (Best Teacher Certificate), The National Association for Korean Schools Mid-South Chapter, Lexington, Kentucky
- 2015 Korean Language Teacher, Ministry of Culture, Sports and Tourism, Korea
- 2011 Accomplishment of Korean Culture Course
- 2011 Research Institute of Korean Culture, Ewha Womans University Certificate of Award Appreciation, Yurak Social Welfare Center
- 2008 Korean Language Program of Support Project for Immigrant Workers, Seoul, Korea Microsoft Office Specialist: Word, Powerpoint, Excel, Microsoft
- 2006 Seoul Metropolitan Mayor Award, National Speech and Essay Contest
- 2006 Korea Speech Educational Association, Seoul, Korea Seoul Metropolitan Council Chairperson Award, National Speech and Essay Contest

**SCHOLARSHIPS AND FELLOWSHIPS**

- 2017-present Graduate Student Working Group, Foreign Language Research and Teaching
- 2017 Program Committee, Second Language Research Forum 2017, Columbus, Ohio
- 2012 Research Assistant Fellowship, Ministry of Education
- 2012 Korean Language Education Program for Royal University of Phnom Penh, Cambodia
- 2012 Fostering and Supporting Leading Universities in International Cooperation, Seoul, Korea Research Assistant Fellowship, Korea Foundation
- 2011 Korea Foundation Global e-School (Online Video Lecture Series for Korean Studies between Ewha Womans University and City University of Hong Kong), Seoul, Korea
- 2011 Program Assistant Fellowship, Korea Foundation and Ewha Womans University Korean Studies Workshop for Australasian Educators, Seoul, Korea
- 2011-2012 Student Assistant Scholarship, Ewha Womans University
- 2010-2011 Scholarship, Ewha Womans University

Curriculum Vitae  
**PAUL KOTHEIMER**

**EDUCATION**

- 2000 Bachelor of Arts, English, The Ohio State University
- Frequent Dean's list recipient
  - 2000 Bachelor of Arts, Communication, The Ohio State University

**EXPERIENCE**

- 2000-present Multimedia Specialist, Ohio State University, College of Arts and Sciences
- Record/produce podcasts, listening exams, and all audio content in Hagerty Hall ASC Academic Tech Multimedia Studio
  - Produce digital content including video
  - Consult on variety of multimedia services and equipment in the college
  - Supervise student workers and manager their workloads
- 2007-2008 Audio Engineer, John Schwab Recording Studio
- Moonlighted - learned commercial side of audio recording world
  - Tracked, mixed, & produced different recordings for local artists and bands

**SKILLS**

Strong and varied digital and analog media production skills from almost 20 years of professional experience.

**MEMBERSHIPS/CERTIFICATIONS**

- Adobe Premiere Pro Certified, December 2017
- Associate Member, Audio Engineering Society 2004-2018

Curriculum Vitae  
**YONG LANG**

**EDUCATION**

- 1998 Ph.D., Foreign/Second Language Education, The Ohio State University  
1989 M.A., Lancaster University, Lancaster, England, Language Studies  
1986 M.A., Huazhong University of Science and Technology, English  
Composition/Rhetoric  
1982 B.A., Huazhong University of Science and Technology, English

**ACADEMIC EMPLOYMENTS**

- 2015-present Professor, Dept of Writing & Language Studies. at the University of Texas – Rio Grande Valley  
2011-2015 Professor, English Dept. at the University of Texas - Pan American  
2006-2010 Associate Professor, English Dept. at the University of Texas - Pan American  
2001-2006 Assistant Professor, English Dept. at the University of Texas - Pan American  
1999-2001 Lecturer/Program Evaluator Foreign Language Center at Ohio State University  
1992-1993 Associate Professor Department of Foreign Languages, Huazhong University of Science and Technology  
1986-1992 Assistant Professor Department of Foreign Languages, Huazhong University of Science and Technology

**PRESENTATIONS**

- 2010 Multimedia Based Pedagogical Material Development and Its Application in Classroom Instructions. *The 6<sup>th</sup> International Conference and Workshops on Technology and Chinese Language Teaching in the 21st Century*. Columbus, Ohio  
2007 Building bridges: Chinese language program planning, design, and implementation at a Hispanic serving institution. *ACTFL 2007: Bridging Cultures through Languages*. San Antonio, Texas  
2007 Writing as performance: A pragmatic approach. *The 17<sup>th</sup> International Conference on Pragmatics & Language Learning*. Honolulu, Hawaii  
2004 Prosodic and semantic constraints on the formation of antonymous compounds in Chinese. *The 33<sup>rd</sup> Annual Meeting of the Linguistic Association of the Southwest*. New Orleans, Louisiana  
Forty-seven additional presentations at conferences and workshops

**PUBLICATIONS**

- 2010 Grammar and the Chinese ESL Learner: A Longitudinal Study on the Acquisition of the English Article System. Amherst, NY: Cambria Press.  
2009 Formulaic language: Pushing the boundaries by Alison Wray. Reviewed in *The Modern Language Journal*, 93 (4), 649-650.  
2008 Motifs in the formation of antonymous compounds in Chinese. *Southwest Journal of Linguistics*, 27 (2), 43-64.  
2007 Co-author; *Chinese: Communicating in the Vulture (Performance Text Four)*. Columbus, Ohio: The Ohio State University Foreign Language Publications.  
2006 Co-author; *Chinese: Communicating in the Culture (Performance Text Three)*. Columbus, Ohio: The Ohio State University Foreign Language Publications.

## Appendix I List of CVs

- 2005 Co-author; *Chinese: Communicating in the Culture (Performance Text Two)*. Columbus, Ohio: The Ohio State University Foreign Language Publications.
- 2004 Co-author; *Chinese: Communicating in the Culture (Performance Text One)*. Columbus, Ohio: The Ohio State University Foreign Language Publications.
- Eighty additional publications in books, book reviews, journals, evaluations, articles, translation work, and audiovisual media

### Articles

- 2018 Jianlan Lyu, Xiaoli Tan and Yong Lang. On the translation, promotion and acceptance of Chinese philosophy in the United States -----An interview with Prof. Stephen C. Angle. *Journal of Asia Pacific Translation and Intercultural Studies*, 5(1), 92-96. Advance online publication. doi:10.1080/23306343.2017.1370061.
- 2017 Jianlan Lyu and Yong Lang. Strategies and enlightenment reflected in Yutang Lin's translation and edition of *the Wisdom of Laotse*. *Journal of Hengyang Normal University*, 38(5), 134-137.
- 2017 Jianlan Lyu, Xiaoli Tan and Yong Lang. On English readers' acceptance of Roger T. Ames's translation of Chinese philosophical classics and its Enlightenment---A survey study of English readers' book reviews appearing on Amazon.com. *Journal of Mudanjiang Normal University*, 200(4), 118-121.

### GRANTS AND AWARDS

- 2013-2014 Distinguished Overseas Professor, Hengyang Normal University
- 2009 Certificate of Appreciation for Presentation, The UTPA Office of International Programs
- 2009-present Guest Professor, Huazhong University of Science and Technology
- 2009-present Guest Professor, Hengyang Normal University
- 2006 Certificate of Appreciation for an Excellent Voluntary Service, The Chinese Students and Scholars Association in the Rio Grande Valley
- 2002 Provost's Global Excellence Award the UTPA Center for International Studies
- Twenty-six additional awards and grants for academic contributions

### SERVICES AND AFFILIATIONS

- 2009-2010 Peer Mentor New Faculty Support Program, UTPA English Department
- 2009 Book Manuscript Reviewer, Cambria Press
- 2008-2009 Member of Grants & Guest Lecturers Committee, UTPA English Department
- 1986-1988 Director of English Program, Department of Foreign Languages, Huazhong University of Science and Technology

- ACTFL (The American Council on the Teaching of Foreign Languages)
- AAAL (The American Association for Applied Linguistics)
- TESOL (Teaching English to Speakers of Other Languages)
- IAICS (The International Association for Intercultural Communication Studies)
- LASSO (The Linguistic Association of the Southwest)
- CRS (China Rhetoric Society)
- CTS (China Translators Association)

Fifty-four additional roles in professional and community positions



Curriculum Vitae  
**MITCHELL B. LERNER**

**EDUCATION**

- 1999 Ph.D., History, University of Texas at Austin.  
1993-1994 M.A., History, M.A., American Studies, University of Texas at Austin.  
1989 B.A., American Studies, Brandeis University.

**PROFESSIONAL EXPERIENCE**

- 2010-present Director, Institute for Korean Studies, The Ohio State University.  
2005-2006 Mary Ball Washington Fulbright Distinguished Professor of American History, University College-Dublin.  
2004-present Associate Professor, Dept. of History, The Ohio State University.  
2003-present Faculty Associate, Mershon Center for International Security, The Ohio State University.  
1999-2000 Lecturer, University of Texas, Austin, TX.  
1996-1998 Instructor, Central Texas College, Killeen, Austin Community College TX.

**PUBLICATIONS**

***Books***

- 2018 (forthcoming) *The Tocqueville Oscillation: Domestic Politics and U.S. Foreign Policy since 1945*. Lawrence: University Press of Kentucky. (co- editor, with Andrew Johns)  
2012 A Companion Guide to the Presidency of Lyndon B. Johnson. Wiley-Blackwell Publishing. (editor)  
2002 *The Pueblo Incident: A Spy Ship and the Failure of American Foreign Policy*. Lawrence: The University Press of Kansas. Winner, 2002 John Lyman Award for the Best Work of Naval History; 2002 nominee for the Pulitzer and Bancroft Prizes; named by the American Library Association as one of fifty "historically significant works" that would not have been published after Executive Order 13233.  
2002 Looking Back at LBJ: White House Politics in a New Light. The University Press

***Essays (since 2001)***

- 2018 Is It For This We Fought and Bled: The Korean War and the Civil Rights Movement. *Journal of Military History*.  
2015 Markets, Movies, and Media: The Growing Soft Power Threat to North Korea. *Journal of East Asian Affairs*.  
2014 'Almost a Populist': The Impact of the South on Lyndon Johnson. *Southwestern Historical Quarterly*.  
2011 Conquering the Hearts of the People: Lyndon Johnson, C. Vann Woodward, and The Irony of Southern History. *Southwestern Historical Quarterly*.  
2011 Climbing off the Back Burner: Lyndon Johnson's Soft Power Approach to Africa. *Diplomacy & Statecraft*.  
2010 Carrying All Precincts: Vice President Lyndon Johnson and the Diplomacy of Travel. *Diplomatic History*.  
2009 Full Attention and Benefit: Lyndon Johnson and the Racial Legacy of the Texas

## Appendix I List of CVs

- 2008 NYA. *Presidential Studies Quarterly*.  
 “Trying to Find the Guy who Invited Them”: Lyndon Johnson and the 1968 Czech Coup. *Diplomatic History*, January 2008
- 2004 A Dangerous Miscalculation: New Evidence from Communist Archives about North Korea and the Crises of 1968. *The Journal of Cold War Studies*.
- 2001 A Failure of Perception: Lyndon Johnson, North Korean Ideology, and the Pueblo Incident. *Diplomatic History*.

## CURRENT RESEARCH

- The Last Populist: The Politics and Presidency of Lyndon Johnson (currently writing)
- The United States and Korea in the Cold War (research stage)

## GRANTS, AWARDS, AND FELLOWSHIPS (Since 2008)

- 2017 Distinguished Teaching Award, Ohio Academy of History.
- 2017 Korea Foundation and Korea International Trade Organization grant to establish a traveling film festival of Korean movies. (\$45,000)
- 2017 Korea Foundation grant to establish a teaching workshop for Ohio high school teachers, summer 2017. (\$10,000)
- 2015-2017 OSU’s Virtual International Experience Grant.
- 2013-2014 Gilder-Lehrman Foundation teaching grant, to direct a summer teaching institute on the Cold War.(\$40,000)
- 2013 Korea Foundation grant for the establishment of an e-class system related to Korea.( \$2,000,000 for 3 years, shared between CIC schools)
- 2013 Society for Historians of American Foreign Relations Summer Institute Grant (to host 2015 teaching institute, “Politics and American Diplomacy”).( \$30,000)
- 2013 Mershon Center for International Security Studies Grant, “Politics and American Diplomacy.”( \$10,000)
- 2012 OSU-N Scholarly Accomplishment Award.
- 2010,2008 OSU Professional Standards Committee research grant.

## PROFESSIONAL AND INSTITUTIONAL SERVICE

- 2016-present Associate Editor, Journal of American-East Asian Relation.
- 2016-present Editorial Advisor, *Voices & Visions* Primary Source Companion project.
- 2014-present Advisory Board Member, OSU Korean Performance Research Program.
- 2013-present Faculty Associate, Mershon Center for the Study of International Security and Public Policy.
- 2016-present Academic director, LeFevre Fellows program for Civic Engagement.
- 2012-present Editorial Board, Studies in Conflict, Diplomacy, and Peace, University Press of Kentucky.
- 2014-present Editorial Board, Journal of American-East Asian Relations.
- 2012-present OSU representative to the Committee on Institutional Cooperation Korea E-teaching Initiative.
- 2014-present Editorial Board, Journal of American-East Asian Relations.
- 2012-present OSU representative to the Committee on Institutional Cooperation Korea E-teaching Initiative.

**CONG LI**

**EDUCATION**

- 2012-present Ph.D. candidate, Chinese Language Pedagogy, The Ohio State University
- Dissertation title: Gamification in foreign language education: a gamified design of institutional program for Chinese as a foreign language.
  - Expected to graduate in 7/2018.
- 2012 M.A., teaching Chinese as foreign language, Shanghai International Studies University
- Thesis: “Performed Culture in elementary Chinese classes: Based on the practice in elementary Chinese classes of Shanghai International Studies University”
  - Awarded scholarship for 50% of tuition for the first year and 100% for the second year, mainly for outstanding academic performance and active participation in activities
- 2010 B.A., teaching Chinese as foreign language, Shanghai International Studies University (SHISU)
- Awarded university Academic Excellence scholarship every semester
  - Thesis: “Chinese slang and an individual case study of teaching slang in China”

**APPOINTMENTS**

- 2013-present Teaching Assistant in DEALL, The Ohio State University.
- Teach all five levels in either classroom or individualized track.
- 2017 Japanese Lecturer in DEALL, The Ohio State University.
- Teach Level-1 Japanese students in the SPEAC intensive summer program.
- 2014 Academic/Resident Director in Critical Language Scholarship Program, Suzhou
- Teach integrated Chinese courses to beginning to intermediate-level college students from various US institutions.
  - Design and coordinate multiple levels of Chinese curriculum to further tailor to different student cohorts.
- 2011-2012 Chinese instructor in Shanghai International Studies University
- Teach beginning level students coming from various countries.
  - Coordinate all the first year Chinese classes in autumn semester 2011.
  - Receive positive feedback from students for creating a lively atmosphere and patient instructions.
  -

**LEADERSHIP & SERVICE EXPERIENCE**

- 2013-present Project Lead of Game Point System.
- Collaborate with another graduate student at OSU to design a gamified online grading platform to enhance learners’ motivation in Chinese language learning, especially in study-abroad programs.
  - The innovative project is supported by The National East Asian Languages Resource Center (NEALRC), the Ohio State University’s Global Gateway

## Appendix I

### List of CVs

Research Abroad Grant and NFMLTA/NCOLTCL Research Award.

- The product was field-tested in 2014 Critical Language Scholarship program and 2015 Ohio State's summer intensive language program. Users' feedback was collected to revise the product and help to understand the gamification of a grading system.

### PUBLICATIONS AND PRESENTATIONS

- 2016 Li, Cong. "The Path Towards an Advanced Learner," paper presented on the panel "Beyond Proficiency: Chinese Learners in a Professional Environment." American Council on The Teaching of Foreign Languages and Chinese Language Teachers Association (ACTFL-CLTA). Boston, MA.
- 2016 Li, Cong. "Sample Implementation of the Performed Culture Approach," paper presented on the panel "The Performed Culture Approach." Annual National Council of Less Commonly Taught Languages (NCOLCTL). Atlanta, GA.
- 2016 Li, Cong. "Developing Narrative Skills in Advanced Chinese Classroom Using Chinese Literary Texts," paper presented on the panel "New Use of Old Methods: Developing Advanced Chinese Proficiency through Literary Texts." The Second CLTA International Symposium on Chinese Teaching and Learning (CLTA-S2). College Park, Maryland.
- 2015 Li, Cong. "Implementing Localized Language Curriculum in a Domestic Program," paper presented on the panel "Developing Localized Foreign Language Curriculum for Domestic Program." American Council on The Teaching of Foreign Languages and Chinese Language Teachers Association (ACTFL-CLTA). San Diego, CA.
- 2014 Li, Cong. "Introducing Game Mechanics to Language Learning," paper presented on the panel "Gamification of feedback System in a Foreign Language Program." American Council on The Teaching of Foreign Languages and Chinese Language Teachers Association (ACTFL-CLTA). San Antonio, TX.
- 2014 Li, Cong & Xin Zhang. "Enhancing US-host Institution Relationship in a Study Abroad Program: The Role of Resident Director," paper presented at the 2014 New York International Conference on Teaching Chinese. New York, NY.
- 2013 Li, Cong. "Game and Performance," paper presented at the 1st DEALL Research Round Table, the Ohio State University. Columbus, OH.

### AWARDS AND CERTIFICATES

- 2018 N1 of Japanese-Language Proficiency Test
- 2016 OSU DEALL Graduate Travel Funding (\$500 to travel to Boston to present a paper at the CLTA/ACTFL Annual Conference.)
- 2015 OSU DEALL Graduate Travel Funding (\$500 to travel to San Diego to present a paper at the CLTA/ACTFL Annual Conference.)
- 2015 First prize in 16<sup>th</sup> Annual JASCO Japanese Speech Contest
- 2014 OSU DEALL Graduate Travel Funding (\$500 to travel to San Antonio to present a paper at the CLTA/ACTFL Annual Conference.)
- 2012 Graduate Fellowship, Ohio State University
- 2010 Outstanding Graduate, Shanghai International Studies University

Curriculum Vitae  
**GUOQING LI**

**EDUCATION**

- 1992       MLS Library and Information Science, Indiana University  
1990       M.A. Chinese Studies, Indiana University  
1982       B.A. Chinese language and literature, Peking University

**POSITIONS HELD**

- 2016-2019   Guest Professor, College of Humanities and Communications, Shanghai Normal University  
2015-2017   Senior Researcher, National Research Center of Overseas Sinology, Beijing Foreign Studies University  
2013-present   Honorary Librarian, Dongguan Library, Guangdong Province, China  
2011-present   Guest Professor, the College of History, Guangxi Normal University  
2010-present   Adjunct Professor, Graduate School, Ohio State University  
2006- 2012   Guest Professor, School of Information Management, Wuhan University  
1997-presnet   Adjunct Professor, Dept. of East Asian Language & Culture and Center for East Asian Studies, Ohio State University  
1996-2001   Assistant Professor, Head of Chinese/Korean Studies, Ohio State University  
1995-1996   East Asian Librarian, University of Florida  
1994-1995   Chinese Collection Manager/East Asian Cataloger, University of Florida  
1992-1994   Chinese Copy Cataloger, Indiana University Libraries  
1982-1984   Editor, Shanghai Translation Publishing House, Shanghai

**MAJOR PUBLICATIONS (Since 2013)**

- 2018       《牟利而印：11至17世纪福建建阳的商业出版者》 Chinese translation of Printing for Profit: The Commercial Publishers of Jianyang, Fujian (11th – 17th Centuries) by Lucille Chia. Guoqing Li, Co-translator and editor. Fuzhou: Fujian People's Press
- 2018       《羊城漫步》 Chinese translation of Walk in the City of Canton by John Henry Gray. Guoqing Li & Sai Deng, Guilin: Guangxi Normal University Press
- 2017       《一位美国工程师的中国行记》 Chinese translation of An American Engineer in China by William Barclay Parsons, Jingxian Yu & Guoqing Li. Beijing: Commercial Press, 2017-12-8. ISBN: 9787503259159
- 2017       Catalogues of Chinese Ancient Books in Duke, UNC & Elling O. Eide. Library, Guoqing Li Co-editors, Beijing: Zhonghua Book Company, 2017-06-01 ISBN: 9787101123906
- 2017       Catalogue of Chinese Ancient Books in the Ohio State University Library, Guoqing Li, Beijing: Zhonghua Book Company, 2017-06-01 ISBN: 9787101123289
- 2017       Zai Hua Sui Yue, 《在华岁月》, a Chinese translation of Our Life in China By Helen Sanford Coan Nevius. Shixing Wen, Guoqing Li. Beijing: National Library of China Press, 2015 ISBN: 978-7-5013-5670-6
- 2015       Zhongguo Jia Ting zhong de Er Tong Sheng Huo, 《中国家庭中的儿童生活》, a Chinese translation of Child Life in Chinese Homes by Mary Isabella, Zou Xiuying, Guoqing Li. Beijing: National Library of China Press, 2015 ISBN:

## Appendix I List of CVs

- 978-7-5013-5655-3
- 2015 Ge Er Ding Wenji. Jin Zi Ta. 《戈尔丁文集-金字塔》 Chinese translation of an English novel, *The Pyramid*, by William Golding, with an Introduction. Shanghai: Shanghai Translation Publishing House, 2015. ISBN: 9787532766956
- 2014 Qingmo Shangye ji Guoqing Kaocha Ji, 《清末商业及国情考察记》 Chinese translation with an introduction of China. *Skizzen von Land und Leuten mit besonderer Berücksichtigung Kommerzieller Verhältnisse*. Jian Xiong and Guoqing Li. Beijing: National Library of China Press, 2014 ISBN: 9787501354894
- 2014 Zhongguo He Baguo Lianjun, 《中国和八国联军》 Chinese translation of China and the Allies by Landor, Arnold Henry Savage. Guoqing Li, Kui Chiu & Luo Zhou. Beijing: National Library of China Press, 2014 ISBN: 9787501353453
- 2013 Gu Lao De Nong Fu, Bu Xiu De Zhi Hui. 《古老的农夫，不朽的智慧》 Chinese translation with an introduction of the Farmers of Four Thousand Years. Guoqing Li & Chaomin Li. Beijing: National Library of China Press, 2013 ISBN: 9787501349319

## PRESENTATIONS

- 2017 “Status Report of the General Catalogue of Overseas Chinese Ancient Books Project”. Presented at the 23rd Association of Chinese Professors of Social Sciences in the United States (ACPSS) International Conference, High Point University.
- 2017 “Collections of Chinese Local Chronicle in North American Small and Middle Size Libraries” Presented at the Chinese Local Chronicle Culture Going Global International Symposium on Local Chronicles, Beijing.
- 2015 “Root in the Beautiful Land: A Brief History and Exhibit of Chinese in Columbus, Ohio”. Presented at the 16th International Conference on Institutes & Libraries for Chinese Overseas Studies in Xiamen, China.
- 2013 “Collecting Lahu: A Case Study on Minority Literature”, presented at the Second Sino-American Academic Library Forum for Cooperation and Development held at Lanzhou University Library, China, on July 18, 2013

17 additional presentations

## AWARDS AND ACHIEVEMENTS

- 2014 Gu Lao De Nong Fu, Bu Xiu De Zhi Hui (Chinese translation with an introduction of the *Farmers of Four Thousand Years*. Guoqing Li & Chaomin Li. Beijing: National Library of China Press, 2013, ISBN: 9787501349319) received the 2013 best imported book award (Social Science Category) from Chinese Publishing Association in August, 2014, Beijing, China
- 2013 Honorary board member, Wuhan University Ohio Alumni Association
- 2013 Certificate of Appreciation, Asian Pacific American Heritage Month Cultural Celebration, JPMorgan Chase & Co.
- 2012 Distinguished Scholar Award, the Ohio State University Libraries
- 2012 OSU President Gordon Gee’s letter of commendation

Curriculum Vitae  
**MINRU LI**

**EDUCATION**

- 1996 Ph.D., Chinese literature and culture, The Ohio State University  
1990 M.A., Chinese literature and culture, The Ohio State University  
1982 M.A., World literature, Chinese Department, Sichuan University

**ACADEMIC EMPLOYMENTS**

- 2001-present Assistant Director, National East Asian Languages Resource Center, The Ohio State University  
1997-1998 Visiting Scholar, Department of East Asian Languages and Civilizations, Harvard University  
1997-present Guest Professor, School of Foreign Students Education, Wuhan University  
1995-2001 Lecturer (tenured), School of Asian Studies, Auckland University, New Zealand  
1985-1986 Visiting Scholar, Department of Comparative Literatures, Yale University  
1982-1985 Lecturer, Department of Chinese Languages and Literatures, Wuhan University

**PRESENTATIONS**

- 2017 “The Performed Culture Approach and *Spring Grass* as Learning Materials,” Zhejiang University  
2014 “The Performed Culture Approach and Education Reform,” TESOL, The Ohio State University  
2013 “CAVO and Innovation in Building and Assessing Vocabulary Knowledge,” ACTFL  
2010 Organizer, The Sixth International Conference and Workshops on Technology and Chinese Language Teaching in the 21<sup>st</sup> Century, The Ohio State University, Columbus, OH  
2009 “Fifteen Years on the Pathways to Advanced Skills,” co-author with Galal Walker, Title VI 50th Anniversary Conference in D.C.  
2008 “Standard Reporting System on East Asian Language Programs,” co-author with Galal Walker at ACTFL  
2007 “Performed Culture in the Beginning Chinese Classroom.” at ACTFL  
2006 “Beyond Interpretation: A Performance-oriented Approach towards Teaching of Chinese Literature” at ACTFL  
2006-present Manager of a dozen projects, including “EAL2share,” “Orient Yourself,” “East Asian Bookshelf,” “Chinese CLASS Resources,” and “CCALT,” etc.

**Managing editor of the *Pathways to Advanced Skills* Series**

- 2013 *Individualized Instruction in East Asian Languages*. Etsuyo Yuasa ed. Pathways series, no. 14, Columbus, Foreign Language Publications  
2012 *Teaching and Learning Korean as a Foreign Language*. Pyun, ed. Pathways series, no. 13, Columbus, Foreign Language Publications  
2010 *The Pedagogy of Performing Another Culture*. Galal Walker, ed. Pathways series, no. 12. Columbus, Foreign Language Publications  
2006 *NFLC Guide for Basic Chinese Language Programs*. Second Edition. Cornelius

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- 2006 Kubler, editor. Pathways series no. 3. Columbus, Foreign Language Publications.  
*Performed Culture: An Approach to East Asian Language Pedagogy*. Matthew Christensen and J. Paul Warnick. Pathways series no. 11. Columbus, Foreign Language Publications.
- 2006 *Evaluating Foreign Language Programs: Content, Context, Change*. Diane W. Birckbichler, editor. Pathways series no. 10. Columbus, Foreign Language Publications.
- 2005 *Eat Shandong: From Personal Experience to a Pedagogy of a Second Culture*. Eric Shepherd. Pathways series no. 9. Columbus, Foreign Language Publications.
- 2003 *The Historical Evolution of Chinese Languages and Scripts*. Zhou Youguang, trans. Zhang Liqing. Pathways series no. 8. Columbus: Foreign Language Publications.
- 2002 *Advances in Japanese Language Pedagogy*. Hiroshi Nara, editor. Pathways series no. 7. Columbus: Foreign Language Publications.
- 2002 *Difficult Characters Interdisciplinary Studies of Chinese and Japanese Writing*. Mary Erbaugh, editor. Pathways series no. 6. Columbus: Foreign Language Publications.

**SERVICES AND AFFILIATIONS**

- 2016-present Secretary of National Chinese Language and Culture Coalition
- 2010 Executive Vice Chair, Organizing Committee, Ohio Chinese Festival event
- 2006 Program Organizer, Conference of The Chinese Schools Association in the United States
- 2004-present Program Coordinator, Wuhan Summer Intensive English Program
- 2001-2010 Fundraising Officer, The Asian Festival Organizing Committee



Curriculum Vitae  
**YU-LAN LIN**

**EDUCATION**

- 1982 Ed.D, Boston University, Boston, MA  
Reading and Language Development  
1978 M.Ed., Boston State College, Boston, MA  
Bilingual/Multicultural Studies  
1971 B.A., National Cheng-Chi University, Taipei, Taiwan  
Oriental Languages and Cultures

**ACADEMIC EMPLOYMENTS**

- 2017-2018 Instructor: Leadership Institute, Tufts University  
2014-2017 Instructor: Applied Linguistic Department. UMass/Boston  
1997-2013 Senior Program Director of World Languages Program, Boston Public Schools,  
Boston, MA  
1983-1997 World Languages Department Chairperson - Muriel S. Snowden International  
School at Copley, Boston, MA  
1981-1983 Bilingual Teacher (Chinese) - Harvard Kent Elementary School, Boston, MA  
1981-1983 Bilingual Teacher (Chinese) - Josiah Quincy Elementary School, Boston, MA

**PRESENTATIONS**

- 2001-2017 Presented on varied topics during 13 different conferences including; ACTFL,  
MaFLA, NCLC, AP, and CDAC in locations around the United States and the  
World, including; Beijing, Taipei, Chicago, New York, Washington D.C., Utah,  
and Ohio

**MATERIAL DEVELOPMENT**

- 2007 Lucy C. Lee, Yu-Lan Lin, Chih-Wen Su. "CLASS Professional Standards for  
K-12 Chinese Language Teachers." *National East Asian Language Resource  
Center*. Print.

**GRANTS AND AWARDS**

- 2010 The ACTFL Florence Steiner Award for Leadership in Foreign Language  
Education, K-12  
2010 Northeast Conference on the Teaching of Foreign Languages Nelson Brooks  
2004 Massachusetts Foreign Language Association's Distinguished Service Award  
recipient  
1984 National Association for Asian and Pacific American Education Distinguished  
Scholar Award, The National Advisory Council on Bilingual Education

**SERVICES AND AFFILIATIONS**

- 2015-2017 STARTALK Programs Evaluator  
2015-2017 UMass Boston STARTALK Program, Lead Instructor  
2010-2014 George Mason University STARTALK Program, Master Teacher  
2008-2009 Curriculum Development and Assessment Committee of the College Board  
2007-2008 National Board for Professional Teaching Standards World Languages Committee

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2005-2010	Executive Director of Chinese Language Association of Secondary- Elementary Schools (CLASS)
2005-2009	Board of Director on the American Council on the Teaching of Foreign Languages (ACTFL)
2005-2006	Content Advisor of the College Board
2005	Audit Team for Hong Kong International School
2004-2005	AP Chinese Task Force Committee of the College Board
2004	Bangkok Concordia International School Foreign Language Consultant, Thailand
2004	Fulbright Group Project Program Administrator, China
2002-2003	President of Chinese Language Association of Secondary-Elementary Schools (CLASS)
2002	Fulbright Group Project Program Director, China
2001-2005	Board of Director of the Northeast Conference on the Teaching of Foreign Languages (NECTFL)
2001-2003	Chinese Language Field Initiative Committee member
2001-2007	Board of Director of Massachusetts Foundation for the Humanities (MFH)
2000-2001	President of Massachusetts Foreign Language Association (MaFLA)
2000-2003	Interstate New Teacher Assessment and Support Consortium Committee (INTASC)
2000	ACTFL Conference Local Committee Conference Chair (ACTFL) - American Council on the Teaching of Foreign Languages Convention - Boston, MA
1999-2000	Foreign Language National Assessment of Educational Progress (NAEP) Committee
1999-2000	Massachusetts Delegate for Spanish Visiting Teacher Pilot Program - Madrid, Spain
1999	Hong Kong International School Foreign Language Curriculum Consultant - Hong Kong
1998-2010	National Standards in Foreign Language Education Collaborative Project
1998-1999	Foreign Language Framework Review Committee member - The Commonwealth of Massachusetts Department of Education, MA
1996-1999	Board of Director, Second Vice President, First Vice President - Massachusetts Foreign Language Association, MA
1995-1998	Assessment Advisory Committee member - The Commonwealth of Massachusetts Department of Education, MA
1995-1996	Assessment Development Committee member - The Commonwealth of Massachusetts Department of Education, MA

Curriculum Vitae  
**SHEN LIU**

**EDUCATION**

Southern Connecticut State University - Master of Science(MS), Computer Science

**WORK EXPERIENCE**

2017-present Software Automation Engineering, Thermo Fisher Scientific  
2016-2017 Sr. QA Analyst, United Health Group  
2006-2011 Software Automation Engineer, FactSet, CT  
2005 Instructor, Beijing Language and Culture University, Beijing, China

Shen Lin is the Current President of the Chinese School Association in the United States (CSAUS).

**WORK EXPERIENCE**

2017-present Present, Chinese School Association in the United States(CSAUS)  
2012-2016 Board Director, Chinese School Association in the United States(CSAUS)  
2011-2013 Principal, St.Louis Modern Chinese School  
2014-present Board Director, St.Louis Modern Chinese School  
2014-present Principal, Huaxia Chinese School, Connecticut

**SUMMARY**

Shen Lin is the Current President of the Chinese School Association in the United States (CSAUS). Liu has been involved in local Chinese heritage schools since 2004. In 2012, she was instrumental in the acquisition of a new building for the St. Louis Modern Chinese School. In 2013, she was elected to serve on the Board of Chinese School Association in the United States. She was re-elected in 2015. In addition to her current position to lead the CSAUS, she is also the principal of HuaXia Chinese School in Connecticut, and the board member of St. Louis Modern Chinese School.

Curriculum Vitae

**YING LIU**

**EDUCATION**

- 2015 Ph. D. Chinese pedagogy, the Ohio State University  
2008 M.A., Chinese pedagogy, the Ohio State University  
2005 BA, Chinese pedagogy, Shanghai University of Finance and Economics

**WORK EXPERIENCE**

- 2015-present Assistant professor Zhejiang University, Hangzhou, Zhejiang  
2011- 2015 Visiting instructor of Chinese, Ursinus College, Collegeville, PA  
2006-2011 Graduate Teaching Assistant The Ohio State University, Columbus, OH  
2005 Instructor, Beijing Language and Culture University, Beijing, China

**PUBLICATIONS**

- 2018 Liu, Y., & Du, Q. Intercultural rhetoric through a learner lens: American students' perceptions of evidence use in Chinese yìlùnwén writing. *Journal of Second Language Writing*, 40, 1-11.  
2013 Liu, Y. The Collaborative Construction of Culture Knowledge in a Chinese Movie Class. In I. Kecskes (Ed.), *Research in Chinese as a Second Language*. (pp. 169-186). New York: Mouton de Gruyter.  
2011 Liu, Y., & Du, Q. CFL Learners' Linguistics Representation of Self in Writing. In *Proceedings of the 23rd North American Conference on Chinese Linguistics*, (pp. 227-236). Eugene: University of Oregon.  
2010 Liao, H., Meng, N., Liu, Y. & Zeng, Z. Performance-based Intermediate-level Material Design: The Chinese Way, In *Proceedings of the Sixth International Conference and Workshops on Technology and Chinese Language Teaching*, (pp. 145-153). Columbus: National East Asian Languages Resource Center at the Ohio State University.

**CONFERENCE PRESENTATIONS**

- 2018 "Developing Learners' Domain Expertise in Teaching Chinese as a Specific Language", the 2<sup>nd</sup> International Conference on Business Chinese Education, Honolulu, HI, Mar. 30-31.  
2017 "Developing Intercultural Communicative Competence across Chinese Curriculum", ACTFL Annual Convention, Nashville, TN, Nov. 17-19.  
2017 "Understanding Readership: an Intercultural Rhetoric Perspective", the Sixth Conference on Teaching Chinese as a Second Language, Shanghai, Oct. 21.  
2015 "Using Model Compositions in Preparation for Writing: A Case of three JFL Learners in an Advanced-level Japanese Class", the 25th Central Association of Teachers of Japanese Conference, Findlay, OH, April 11-12.  
2014 "Teaching Behavioral Culture in the CFL classroom", ACTFL Annual Convention, San Antonio, TX, November 21-23.  
2013 "Using Original Chinese Texts to Optimize Writing Instruction", ACTFL Annual Convention, Orlando, FL, November 22-24.  
2012 "A Genre-based Writing Instruction for CFL Learners: an Action Research",

## Appendix I List of CVs

- 2012 ACTFL Annual Convention, PA, November 16-18.
- 2012 “American Undergraduate Students' Construction of Voice in Chinese Argumentative Writing,” Co-presented with Qian Du, Symposium on Second Language Writing, West Lafayette, IN, September 6-8.
- 2011 “CFL learners’ linguistics representation of self in writing,” the 23rd North American Conference on Chinese Linguistics, Eugene, OR, June 17-19.
- 2011 “What Sounds Convincing? Investigating American Students’ Perception and Use of Evidence in Chinese Argumentative Writing,” American Association for Applied Linguistics Conference, Chicago, IL, March 26-29.
- 2011 “Literacy Socialization: Chinese L2 Composition Instruction in a Study Abroad Context,” the 10th Annual East-West Center International Graduate Student Conference on the Asia Pacific Region, HI, February 17.
- 2010 “Selfhood and Identity in Confucian Culture: Interpreting Analects of Confucius from an Intercultural Perspective,” Midwest Conference on Asian Affairs, Columbus, OH, October 3.
- 2010 “Arguing in Two Cultures: Chinese Foreign Language Learners’ Perceptions of Argumentation in Chinese and English,” Co-presented with Qian Du, Midwest Conference on Asian Affairs, Columbus, OH, October 3.
- 2010 “The Collaborative Construction of Culture Knowledge in a Chinese Movie Class,” First International Conference on Chinese as a Second Language Research, Hangzhou, Zhejiang, August 27.
- 2010 “The Chinese Way: a Learner Centered Material Design,” the Six International Conference and Workshops on Technology and Chinese Language Learning in the 21st Century, Columbus, OH, June 12.
- 2009 “A Pedagogy of First Meetings in Chinese Culture: from a Social Cultural Perspective,” ACTFL Annual Convention, San Diego, CA, November 21.
- 2009 “Cross Cultural Boundaries: a Case Study of Advanced Chinese Learners’ Interactions with Their Mentors,” Co-presented with Nan Meng, Midwest Conference on Asian Affairs, Oxford, OH, October 17.

## AWARDS

- Best teaching award, Zhejiang University, 2018.
- CHENG & TSUI Professional Development Award for Teachers of Chinese, 2013.
- CSTW Dissertation Research Awards, the Ohio State University, 2012.
- Professional development award, Ursinus College, 2013.
- Professional development award, Ursinus College, 2012.
- National Scholarship, Shanghai University of Finance and Economics, 2003.
- People’s Scholarship, College of Humanities, Shanghai University of Finance and Economics, 2003.
- People’s Scholarship, College of Humanities, Shanghai University of Finance and Economics, 2002.

## PROFESSIONAL AFFILIATIONS

- Member of American Council on the Teaching of Foreign Languages
- Member of Chinese Language Teachers Association (CLTA)
- Member of Association for Asian Studies

Curriculum vitae  
**VICTOR H. MAIR**

**EDUCATION**

- 2010 Ph.D. Hong Kong Institute of Education (honoris causa)  
1985 M.A. University of Pennsylvania (honoris causa)  
1984 M.Phil. University of London - Chinese  
1976 Ph.D. Harvard University - Chinese Literature  
1973 M.A. Harvard University - Chinese Literature  
1972 B.A. Hon. School of Oriental and African Studies, University of London -  
Sanskrit & Chinese

**POSITIONS**

- 2012 (spring) Visiting Professor, Peking University (Beijing)  
2011 (fall) Visiting Professor, Tsinghua University (Beijing)  
2011 Senior Research Fellow, ISEAS (Institute for Southeast Asian Studies, Singapore)  
(Sep.-Oct.) also 2012 (April-May)  
2010 (summer) Visiting Professor, Hong Kong Institute of Education, Department of Chinese  
2008 (spring) Fellow of the Swedish Collegium for Advanced Studies (in the Social Sciences)  
2004 (fall) Uppsala, Sweden  
1995-1996 Visiting Research Professor, Institute for Research in Humanities, Kyoto  
University  
1989 - present Professor of Chinese, University of Pennsylvania

**SELECTED PUBLICATIONS**

***Books, Monographs, Edited Volumes***

- 2017 With Erling Hoh and Frances Wood. 96 nin no jinbutsu de shiru Chūgoku no rekishi 96人の人物で知る 中国の歴史 (Knowing Chinese history from 96 figures). Tokyo: Harashobo.  
2017 Victor H. Mair, ed. *Buddhist Transformations and Interactions: Essays in Honor of Antonino Forte*. Amherst, NY: Cambria.  
2016 *ABC Dictionary of Sino-Japanese Readings*. Honolulu: University of Hawai'i Press.  
2015 Victor H. Mair and Liam C. Kelley, ed. *Imperial China and Its Southern Neighbours*. Singapore: Institute of Southeast Asian Studies.  
2014 Victor H. Mair. *Mei Weiheng neilu Ou-Ya yanjiu wenxuan* (Anthology of Victor H. Mair's Research on Inner Eurasia). Lanzhou: Lanzhou Daxue chubanshe.  
2014 Victor H. Mair and Jane Hickman, ed. *Reconfiguring the Silk Road: New Research on East-West Exchange in Antiquity*. Philadelphia: University of Pennsylvania Museum of Archaeology and Anthropology (published by the University of Pennsylvania Press).  
2013 *China and Beyond: A Collection of Essays*. Rebecca Shuang Fu, Matthew Anderson, Xiang Wan, and Sohie Ling-Chia Wei, ed. Amherst, NY: Cambria.  
2012 With Tansen Sen. *Traditional China in Asian and World History*. Ann Arbor, MI: Association for Asian Studies.  
2011 With Mark Bender. *The Columbia Anthology of Chinese Folk and Popular Literature*. New York: Columbia University Press.

Appendix I  
List of CVs

- 2011 Associate Editor. *ABC English-Chinese Chinese-English Dictionary*. Honolulu: University of Hawaii Press.
- 2001 Editor of *The Columbia History of Chinese Literature*. New York and London: Columbia University Press.
- 2001 Associate Editor of *ABC Chinese-English Comprehensive Dictionary*. John DeFrancis, Editor. Honolulu: University of Hawai'i Press.
- 2000 Editor of *The Shorter Columbia Anthology of Traditional Chinese Literature*. New York and London: Columbia University Press.
- 1994 Editor of *The Columbia Anthology of Traditional Chinese Literature*. New York: Columbia University Press.
- 1994 *Wandering on the Way: Early Taoist Tales and Parables of Chuang Tzu*. Translated, annotated, and with a commentary. Woodcuts by Daniel Heitkamp. New York: Bantam. Republished in 1998 by the University of Hawai'i Press. German translation by Stephan Schumacher as *Zhuangzi: Das klassische Buch daoistischer Weisheit*. Frankfurt am Main: Walfgang Krüger, 1998.
- 1990 *Tao Te Ching: The Classic Book of Integrity and the Way*. Translated, annotated, and with an Afterword. Woodcuts by Daniel Heitkamp. New York: Bantam. Paperback and hardcover. Translated into Dutch by Hans P. Keizer. Lao-Tse. *Tao Te Tjing: De weg van verandering en groei*. Amsterdam: Omega, 1993.
- 1989 *T'ang Transformation Texts: A Study of the Buddhist Contribution to the Rise of Vernacular Fiction and Drama in China*. Harvard-Yenching Institute Monograph Series, 28. Cambridge, Massachusetts: Harvard University Council on East Asian Studies. Complete translation into Chinese being undertaken at Peking University. Translations into Korean and Chinese.
- 1988 *Painting and Performance: Chinese Picture Recitation and Its Indian Genesis*. Honolulu: University of Hawaii Press. Complete translation into Chinese being undertaken at Peking University. Japanese translation is being prepared and will be published by Libro Port. Translations into Korean and Japanese.
- 1988 *Mei Cherng's "Seven Stimuli" and Wang Bor's "Pavilion of King Terng": Chinese Poems for Princes*. Calligraphy by Jiang Chunbin, plastercuts and woodcuts by Daniel Heitkamp. Studies in Asian Thought and Religion, 11. Lewiston and Queenston: The Edwin Mellen Press.
- 1987 Four Introspective Poets: A Concordance to Selected Poems by Roan Jyi, Lii Bor, Chern Tzyy-arng, and Jang Jeouling. Monograph Series, 20. Tempe: Arizona State University Center for Asian Studies.
- 1983 *Tun-huang Popular Narratives*. Cambridge: Cambridge University Press. The introduction of this book has been translated into Chinese and published in *Wenxue Yanjiu Cankao [Reference Materials for Research]*, 8 (1988).

***Selected Articles, Chapters, Reviews, Communications, and Notices***

- 2017 "Zhou Youguang 周有光 (Jan. 13, 1906-Jan. 14, 2017), *Journal of Chinese Linguistics*, 45.2 (June, 2017), 500-507.
- 2017 "Introduction" (chapter 1). In Victor H. Mair, ed., *Buddhist Transformations and Interactions: Essays in Honor of Antonino Forte*. Amherst, NY: Cambria. Pp. 1-12.
- 2017 Shawn Arthur and Victor Mair. "East Asian Historical Traditions of Well-Being."

Appendix I  
List of CVs

- 2016 In Richard J. Estes and M. Joseph Sirgy, ed. *The History of Well-Being Throughout the World*, edited by. Cham, Switzerland: Springer. Pp. 59-82.
- 2016 Victor H. Mair and Dingru Huang. "Towards a Poetics between Otherness and Affinity: Feng Zhi's Rediscovery of Landscape in the 1940s." In Li Xuetao, et al., ed., *Open Horizon: Essays in Honour of Wolfgang Kubin*. Beijing: Foreign Language Teaching and Research Press; Düsseldorf: Düsseldorf University Press. Pp. 406-424.
- 2016 Dingru Huang and Victor H. Mair. "Superfluous Remainder and Reminder: Three Rocks in *Dream Reminiscences of Tao'an*." In Zhu Qingzhi, et al., ed., *Hanyu lishi yuyanxue de chuancheng yu fazhan* [Inheritance and Development of Sinitic Historical Linguistics]. Shanghai: Fudan University Press, 2016. Pp. 740-756.
- 2016 Victor H. Mair and Fangyi Cheng. "The Relationship of the Early Turks with the Wusun." In István Zimonyi and Osman Karatay, ed., *Central Eurasia in the Middle Ages: Studies in Honour of Peter B. Golden*. Wiesbaden: Harrassowitz. Pp. 235-244.
- 2015 Victor H. Mair and Timothy Clifford. "Cultivators of the Stinky Quassia: a Cultural History of *Wenren*." In Jesse Glass and Philip F. Williams, ed., *Salutations; a Festschrift for Burton Watson*. Tokyo: Ahadada / Ekleksographia. Pp. 21-45.
- 2015 "Character Amnesia". *Weber: The Contemporary West*, 31.2 (Spring/Summer), 97-103.
- 2014 "Hanxue de wangxi yu jinri: fangfa yu mubiao" (Sinology Past and Present: Methods and Aims). In Renshi "Dongfangxue" (Approaching the East) (Beijing: Peking University Press), pp. 73-85.
- 2014 Leopold Eisenlohr and Victor Mair. "Ashige and Wang Daiyu Encountering Buddhism in the Yimani Muzhimoluo and Xizhen Zhengda." In *East Asian Studies: Festschrift in Honor of the Retirement of Professor TAKATA Tokio*. Kyoto: Rinsen Book Co. Pp. 332-368.
- 2014 "The Northern Cemetery: Epigone or Progenitor of Small River Cemetery No. 5?" In Victor H. Mair and Jane Hickman, ed., *Reconfiguring the Silk Road: New Research on East-West Exchange in Antiquity* (Philadelphia: University of Pennsylvania Museum of Archaeology and Anthropology [published by the University of Pennsylvania Press]), pp. 23-32.

## EDITORSHIPS

- Encounters with Asia (University of Pennsylvania Press)
- ABC Chinese Dictionary Series (University of Hawai'i Press)
- Cambria Sinophone World Series (Cambria Press)
- Sino-Platonic Papers



Curriculum Vitae  
**SUJAN MANANDHAR**

**EDUCATION**

- 2008 MS, Information Architecture Knowledge Management (IAKM), Kent State University  
1999 MBA, Business Administration (MBA), Kent State University  
1996 BS, Business Administration, Slippery Rock University, Slippery Rock - Pennsylvania

**WORK EXPERIENCE**

- 2008-present **Distance Learning & Technology Manager**, Center for Languages, Literatures and Cultures (CLLC), The Ohio State University, Columbus, OH
- Develop and manage distance learning and online classes
  - Coordinate high-end technology facilities in World Media and Culture Center
  - Train faculty and language department staff in use of new media and instructional technology
- 2006-2008 **Educational Technology Associate** - Kent State University, Kent, Ohio
- Research, update, and maintain educational technology and instructions for classroom use.
  - Develop basic instruction on educational software and train faculty, staff, and students.
  - Multi-media creation and website graphics and editing
- 2003-2005 **Marketing Associate**, Kent State University, Kent, Ohio
- Analyzed universities' marketing and recruiting policies that helped determine Kent State's advertising and marketing strategy.
  - Researched and interpreted university website traffic for usability, accessibility, and content in order to direct and enhance flow.
- 2000-2001 **Database Marketing Manager**, Embedded Planet, Cleveland, OH
- Managed web-based tech support system and online collaboration system
  - Trained in-house sales and engineering staff, and customer's and partner's representatives to use web-based support system
  - Conducted customer and competitive analysis for product development and venture capital attainment
  - Responsible for all media management and advertising material for the company

**SKILLS**

- Workshop presentation - Train faculty and staff on new technology skills
- Webinar management - Adobe Connect, Zoom, Cisco Webex, GoTo
- A/V management and training - Classroom and seminar related equipment
- Video and audio editing - High-end video and audio editing
- Podcast presentation - develop, edit, and host podcast with OSU faculty
- Software Languages: Perl, CGI, PHP, ASP.Net.
- Graphics: Adobe Creative Suite, Office 3-D

## Appendix I

### List of CVs

- Database: MS Access, Oracle (Intermediate), SQL, mySQL
- Other software: Zope Content Management, Micro FocusProcess Mgmt., ACT (CRM)
- Other: Videoconferencing management, Classroom management, Database design, Web and style sheets
- Languages: Hindi, Nepali, French (Basic)

### **AWARDS AND ACTIVITIES**

- Grant recipient - Steelcase Active Learning Grant 2015 (developing new learning environments)
- Advisor of student group 'Namaste Bollywood' at Ohio State University. Director: University Market Research Readings, 1995 - 1996
- Academic Scholarships: Kenneth M O'Toole (Marketing), 1995, ARAMARK Scholarship, 1995, International Students Merit Award, 1993-96.
- Award: Best Junior of the Marketing and Management Department, 1995.
- Member: Editorial Board of the Management Magazine, 1995-96, Graduate Management Association 1997-99, International Students Advisory Committee, 1995-96, Mu Kappa Tau, National Honorary Marketing Fraternity, 1996-Present.

Curriculum Vitae  
**PATRICK MCALOON**

**EDUCATION**

- 2008 PhD, The Ohio State University, Chinese Language Pedagogy  
2003 MA, The Ohio State University, Chinese Language Pedagogy  
1998 BA, College of William & Mary, Williamsburg, VA in East Asian Studies, minor in Chinese

**PROFESSIONAL EXPERIENCE**

- 2005- Present SinoConnect, LLC, Owner; International Business/Education Service Provider  
2012- Present Columbus Living, LLC, Owner; Property Management  
2008-2015 Ohio State University, East Asian Languages & Literatures, Chinese Flagship Program  
2003-2007 Sinitron Corporation, Coordinator, China market  
1999-2001 MeetChina.com, Department Manager

**PRESENTATIONS/TRAINING**

- 2017 Instructor, Program coordinator, Huazhong Agricultural University English Instructor training  
2015 Presented, "Networking in China and the US" at 'Cross-Cultural Communication: Practitioners' Perspectives' Conference, China Three Gorges University  
2015 Deputy Program Director, Wofford College STARTALK Chinese summer camp  
2012 Presented "Performing Another Culture, Elementary Through Graduate School" at annual conference of the Chinese Language Teachers Association  
2011 Presented "A Practical Approach to Professional Cross-Cultural Communication Training, Training American Learners to Perform at Superior-level Ability," Centers for International Business Education & Research annual Business Language conference  
2010 Presented "Grabbing the Tail of the Tiger: Making a K16 Partnership Work: The OSU Experience," National Chinese Language Conference  
2010 Presented "Taking the Language Class Out of Language Study: Training American Learners to Perform at Superior Level Ability," Chinese Language Teachers Association Annual Meeting  
2009 Teacher trainer, OSU Summer Programs in East Asian Concentrations  
2009 Presented "Teaching Non-Roman Scripts: A Performance-based Pedagogy Perspective", William Paterson University Teaching Asia conference, 4/23  
2008 Presented at CIBER annual business language teaching conferences  
2006 Taught 9-week Chinese class for Fisher College of Business graduate students

**PUBLICATIONS**

- 2014 Authored Book *Studying in China*, Tuttle Publishing  
2014 Authored chapter "From Proficiency to Expertise: Using HR Evaluation Methods to Assess Advanced Foreign Language and Culture Ability" in *To Advanced Proficiency and Beyond, Theory and Methods for Developing Superior Second Language Ability*, Georgetown University Press  
2005 Co-author, "Mold Makers Facing Continued Challenge", *Plastics News*, March 28

**SELECTED INTERPRETATION/TRANSLATION PROJECTS**

2011	Interpreter, Worthington Industries China Joint Venture 3-day board meeting, December
2007	Interpreter, China Securities Association industry site visits, Columbus, Ohio, September
2006	Interpreter, Heilongjiang Dairy delegation visit to Ohio, Indiana, Wisconsin, October
2004	Interpreter, Ohio Dominican University American Business & Culture program for Chinese businesspeople, February
2003	Translator for Controlled Power Corporation's (Canton, OH) Shanghai Light Rail project

**MEMBERSHIPS**

- Greater Columbus (Ohio) Chinese Chamber of Commerce
- Chinese Language Teachers Association
- Ohio Foreign Language [Teacher] Association
- Midwest Conference on Asian Affairs
- National Council of Less Commonly Taught Languages
- Columbus Council on World Affairs
- Norfolk and Western Historical Society

Curriculum Vitae  
**HAJIME MIYAZAKI**

**EDUCATION**

- 1977 Ph.D. (Economics), University of California, Berkeley.  
1972 A.B. (Economics and Mathematics) Great Distinction in General Scholarship and in the Major, and Departmental Citation in Economics, University of California, Berkeley.

**ADMINISTRATIVE POSITION**

- 1987-present Professor, Department of Economics, The Ohio State University.  
1984 Associate Professor, Department of Economics, The Ohio State University

**DEPARTMENT SERVICE**

- 1986-1988 Chair/Co Chair, Search Committee  
1995 Chair/Co Chair, Search Committee  
1984-1988 Elected Member, Tenure and Promotions Committee  
1998-2010 Director of Graduate Studies  
2007 Spring Ballot Subcommittee  
2007-2010 Procedural Oversight Designee

**UNIVERSITY SERVICE**

- 2004-2005 Member, Curriculum Committee, Council of Research and Graduate Studies  
2006 Member, Policy and Standard Committee, Council of Research and Graduate Studies  
2007 Member, Research and Graduate Studies Committee, Council of Research and Graduate Studies  
2006-2007 Member, two ad hoc committees, Graduate School  
2006-2010 Member, SBS College Graduate Studies Committee  
2007-2010 Member, University Student Health Insurance Committee  
2009-2011 University Fellowship Selection Committee, Graduate School

**MAJOR PUBLICATIONS**

***Journal articles***

- 1977 "The Rat Race and Internal Labor Markets," *Bell Journal of Economics*, Vol. 8, No. 2, Autumn 1977, pp. 394-418.  
1980 "The Implicit Contract Theory of Unemployment Meets the Wage Bill Argument" (with George A. Akerlof), *Review of Economic Studies*, Vol. 47, No. 2, January  
1983 "The Illyrian Firm Revisited" (with Hugh M. Neary), *Bell Journal of Economics*, Vol. 14, No. 1, Spring 1983, pp. 259-270.  
1984 "Work Norms and Involuntary Unemployment," *Quarterly Journal of Economics*, Vol. XCIX, No. 2, May, 1984, pp. 297-311.  
1984 "Internal Bargaining, Labor Contracts and a Marshallian Theory of the Firm," *American Economic Review*, Vol. 74, No. 3, June 1984, pp. 381-393.  
1984 "On Success and Dissolution of the Labor-Managed Firm in the Capitalist Economy," *Journal of Political Economy*, Vol. 92, No. 5, October 1984, pp. 909-931.

## Appendix I List of CVs

- 1985 "Output, Employment and Work Hours in the Short-run of the Labour-Managed Firm" (with Hugh M. Neary), *Economic Journal*, Vol. 95, No. 380, December 1985, pp. 1035-1048.
- 1986 "Labor-Management Bargaining: Contract Curves and Slutsky Equations," *Journal of Political Economy*, Vol. 94, No. 6, December 1986, pp. 1225-1245.
- 1993 "Employeeism, Corporate Governance, and the J-Firm," *Journal of Comparative Economics*, Vol. 17, June 1993, pp. 443-469.

### **Book articles**

- 1983 "A Basic Model of the Labor-Managed Firm in the Capitalist Economy," in *The Structural Analysis of the Japanese Economy*, M. Aoki, C. Moriguchi, and T. Sawa, eds., pp. 127-64, Sobunsha Pub. Co., Tokyo, 1983 (in Japanese).
- 1988 "Contract Curves and Slutsky Equations in a Theory of the Labor-Managed Firm," in *Advances in the Economic Analysis of Participatory and Labor Managed Firms*, ed. by Jan Svejnar and Derek Jones, Vol. 3, pp. 25-63, JAI Press, 1988, ISBN: 0-89232-796-3.

### **Comments and reviews**

- 1986 "Review of 'The Economic Analysis of the Japanese Firm' (North-Holland 1984) edited by Masahiko Aoki," *Journal of Economic Literature*, Vol. 24, No. 1, March 1986, pp. 118-20.
- 1991 "Review of 'Information, Incentives and Bargaining in the Japanese Economy' (Cambridge University Press) by Masahiko Aoki," *Journal of Comparative Economics*, Vol. 15, No. 1, March 1991, pp. 153-55.
- 1995 "Microeconomic Analysis of Japanese Firms and Markets: A Review Article," *Keizaigaku Ronshu (Journal of Economics)* Vol 60, No. 4, January 1995, 83-102, University of Tokyo Society of Economics (in Japanese).
- 1998 "Review of 'Firms and Industrial Organization in Japan' by Yoshiro Miwa," *Journal of Economic Literature*, Vol. 36, No. 1, March 1998, pp. 266-9.

## **PROFESSIONAL ACTIVITIES**

- Associate Editor, International Economic Review 1998-1999
- Co-Editor: International Economic Review 1996-1998
- Editor: International Economic Review 1990-1996
- Associate Editor: Economic Studies Quarterly: The Journal of the Japan Association of Economics and Econometrics, 1985-1988.
- Member-at-Large, Northeast Asia-United States Forum on International Policy, Stanford University, 1984-1986.
- Conference Organizer and Program Chairman, Osaka University Semicentennial International Symposium on Japanese Firms and Markets, November 1992.

Curriculum Vitae  
**MARI NODA**

**EDUCATION**

- 1990 Ph.D., Linguistics, Cornell University, Ithaca, NY  
1981 M.A., Linguistics, Cornell University, Ithaca, NY  
1975 B.S., Food and Nutrition, Cornell University, Ithaca, NY

**ACADEMIC EMPLOYMENTS**

- 2009-present Professor of Japanese, The Ohio State University, Columbus, OH  
2008-2009 Visiting Associate Professor, Columbia University, New York, NY, and Director of Language Program at Kyoto Consortium for Japan Studies, Kyoto, Japan  
2004-2013 Chair, Department of East Asian Languages and Literatures, The Ohio State University, Columbus OH  
1997-2009 Associate Professor of Japanese, The Ohio State University, Columbus, OH  
1990-1996 Assistant Professor of Japanese, The Ohio State University, Columbus, OH  
1987-1990 Instructor, Portland State University, Portland, OR  
1987-1993 Director of Language Program, Japan Study Program, Great Lakes College Association (GLCA) and The Associated Colleges of the Midwest (ACM) in Conjunction with International Division of Waseda, University, Japan  
1986-1987 Director of Japanese Program, Corporate Japanese Business and Society, Obirin College, Machida, Japan  
1986-1987 Lecturer, Japan Women's University, Tokyo, Japan  
1981-1983 Research Fellow, National Language Research Institute, Tokyo, Japan  
1976-1978 Lecturer, Cornell University, Ithaca, NY

**GRANTS**

- 2018 Hakuhō Foundation Japanese Research Fellow at Waseda University, March-August  
2016 Innovate 2016 Fund My Idea, Office of Distance Education and eLearning, the Ohio State University, for Visual Novel Games for Beginning Learners of Japanese, co-PI with Hiromi Tobaru  
2012-2016 Department of State Critical Language Scholarship Institutes in China, Japan, Korea, and Indonesia, collaboration with Ohio University, co-PI with Galal Walker  
2009 Co-PI, Hyogo Prefecture Overseas Research Network for research on Study Abroad Students' Role in Multi-cultural Community Building, collaboration with Himeji Dokkyo University, co-PI with Hiroshi Okuda  
2008-2010 STARTALK (National Security Agency) for Chinese Program Enhancement Project, collaboration with OSU K-12 Chinese Flagship program  
2006-2009 State of Ohio grant for Alternative Licensure Program in Chinese and Japanese, collaboration with Franklin County Educational Service Center and OSU College of Education and Human Ecology, co-PI with Diane Birckbichler and Charles Hancock  
2008 Spencer and Teagle Foundations for Writing in a Second Language: A Critical Skill for the 21<sup>st</sup> Century, Systematic Improvement in Undergraduate Education at Research Universities

Appendix I  
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- 2000-2008 National East Asian Language Resource Center (OSU) SPEAC fellowships and program support.
- 2005-2007 SBC Grant (through OSU Foreign Language Center) continuation grant for development of *Japanese: The Spoken Language Parts 2 and 3 Multimedia Edition*

## SELECTED PUBLICATIONS

### Books

- 2018 (to appear) Noda, Mari, Masayuki Itomitsu, & Ginger Marcus. *Japanese: The Written Language Part 1 Volume 2 and Workbook*. New Haven: Yale University Press.
- 2018 Noda, Mari, Yui Iimori Ramdeen, Stephen D. Luft & Thomas Mason, Jr.. *Action! Japan: Field Guide to Communicating in the Culture*. London & New York: Routledge.
- 2006 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Written Language Part 1 Volume 1, Katakana and Workbook*. New Haven: Yale University Press.
- 2002 Nara, Hiroshi and Mari Noda. *Acts of Reading: Exploring Connections in Pedagogy of Japanese*. Honolulu: University of Hawaii Press.
- 2002 Christensen, Matthew B. and Mari Noda. *A Performance-based Pedagogy for Communicating in Cultures: Training Teachers for East Asian languages*. Columbus, OH: National East Asian Language Resource Center at The Ohio State University.
- 1998 Noda, Mari. *Faculty Guide to Japanese: The Spoken Language Multimedia Collection*. New Haven: Yale University Press.
1998. Noda, Mari. *User's Guide to Japanese: The Spoken Language Interactive CD-ROM Program*. New Haven: Yale University Press.
- 1993 J. Marshall Unger, Fred Lorish, Mari Noda and Yasuko Wada. *A Framework for Introductory Japanese Language Curriculum in American High Schools and Colleges*. Washington, DC: National Foreign Language Center.
- 1990 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 3*. New Haven: Yale University Press.
- 1988 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 2*. New Haven: Yale University Press.
- 1987 Jorden, Eleanor Harz and Mari Noda. *Japanese: The Spoken Language Part 1*. New Haven: Yale University Press.

### Articles

- 2016 Noda, Mari, Ai Terada, & Karen Curtin. 「留学カリキュラムの一環としての学生委員会システム：文化的な解決能力を高める指導とは」 (‘Student committee system as part of a study abroad curriculum: Pedagogy for improving culturally coherent problem solving’), in Machida, N. & Mutsukawa, M. (Eds.) 『南山大学外国人留学生別課創立40周年記念事業：日本語・日本語教育研究大会論集』 (‘Proceedings from the Japanese & Japanese language pedagogy conference on the occasion of the 40<sup>th</sup> anniversary of the Center for Japanese Studies, Nanzan University’), Nagoya: Center for International Education, Nanzan University, pp. 23–31.



Appendix I  
List of CVs

- 2014 Noda, Mari. 「アメリカの高等教育機関における日本語教育」 (‘Japanese language education in American institutions of higher education’), in Tohsaku, Y. (Ed.), 『アメリカにおける日本語教育の過去・現在・未来』 (‘Japanese language education in the U.S.—Past, present, and future’). American Association of Teachers of Japanese  
<http://www.aatj.org/japanese-language-education>.
- 2014 Noda, Mari. “It’s delicious!: How Japanese speakers describe food at a social event,” in Polly Szatrowski (Ed.) *Experiencing food through verbal and nonverbal behavior across languages*. Amsterdam: John Benjamins, pp. 79–102.
- 2013 Noda, Mari. “Material development for individualized instruction,” in Etsuyo Yuasa (Ed.) *Individualized instruction in East Asian languages, Pathways to advanced skills series, Volume 14*. Columbus, OH: National East Asian Language Resource Center, the Ohio State University, pp. 129–156.
- 2012 Noda, Mari. “Japanese language and culture in the global communities”. In T. Hongo (Ed.) *Proceedings of the International Symposium on Japanese Language and Culture in the Global Communities*, Tokyo University of Agriculture and Technology, International Center, Tokyo, pp. 4–18 & 61–72.
- 2012 Fukai, Miyuki and Mari Noda. Creativity in community involvement projects in study abroad programs. *Japanese Language Education and Creativity: Recent theories and practices. The occasional papers of the Association of Teachers of Japanese*, No. 11, 42–60.
- 2010 Walker, Galal and Mari Noda. Remembering the future: Compiling knowledge of another culture. In Galal Walker (Ed.) *The pedagogy of performing another culture. Pathways to advanced skills series, Vol. XII*. NEALRC, Columbus, OH and Hubei Education Press, Hubei, China, pp. 21–50. (Originally published in 2000, the article appeared in 2010 with a translation in Chinese.)
- 2008 Eda, Sanae, Masayuki Itomitsu, and Mari Noda. “Japanese Skills Test (SJKIT) as an on-demand placement test: Validation studies and reliability analysis,” *Foreign Language Annals* Vol. 41, no. 2, 218–236.
- 2007 Noda, Mari. *Performed culture: Cataloguing culture gains during study abroad*, *Japanese Language and Literature* Vol. 41, No. 2 (a special issue on Study Abroad, Marcus, Ginger, ed.), 297–314.
- 2006 Kawamura, Hiroaki and Mari Noda. “Learning What and Where: Context of Cultural Learning during Study Abroad,” in Mayumi Oka (ed.), *Proceedings of the 18th Meeting of the Central Association of Teachers of Japanese*: 191–207.

**PRESENTATIONS AND LECTURES**

- 2018 Noda, Mari & Xin Zhang. “Performed Culture Approach in East Asian pedagogy, a Workshop.” Symposium on Interdisciplinary Approaches to East Asian Language Pedagogy, Columbus, OH.
- 2017 Noda, Mari. “Raising the bar in the treatment of politeness in pedagogical materials,” Association for Asian Studies (AAS), Toronto, Canada.
- 2016 Hozaki, Norio & Mari Noda. 「体演化活動を取り入れた言語教育の実践とその意義」 (‘Practicum and purpose in language pedagogy that incorporates the performed culture approach’). The 22<sup>nd</sup> Forum on University Education Research. Kyoto University, Kyoto, Japan.

Appendix I  
List of CVs

- 2016 Noda, Mari. アメリカにおける東アジア研究：大学院カリキュラムの動向と今後の課題 ('East Asian studies in the US: Current situations and issues in graduate curricula'). East Asian Studies Workshop, Yeungnam University, Gyeongsang, South Korea.
- 2015 Noda, Mari. "A Course with a different flavor: Tea in East Asian cultures" Midwestern Conference on Asian Affairs, Washington University in St. Louis, St. Louis, MO.
- 2015 Noda, Mari & Abhijit Varde. *Kimono: Blending different cultures while keeping the tradition*, an exhibit at the World Media and Culture Center, Center for Languages, Literatures, and Cultures, The Ohio State University, Columbus, OH, February–August.
- 2014 Noda, Mari. "Advanced Language Institute: Concepts and practice," Plenary Session (Language Departments in the National Context), Association of Departments of Foreign Languages Summer Seminar East, Columbus, OH.
- 2013 Noda, Mari. "Performed Culture: Going beyond communication" Washington University in St. Louis, lecture series of the Department of East Asian Languages and Literatures, St. Louis, MO.
- 2012 Noda, Mari. "Development potential of Japanese Language and culture in the US". International Symposium on Japanese Language and Culture in the Global Communities, Tokyo University of Agriculture and Technology, International Center, Tokyo.
- 2012 Noda, Mari. "Beyond academia" ADFL Pre-conference Workshop for Job Seekers, Modern Language Association, Seattle, WA.
- 2011 Noda, Mari. "Expressing taste and distaste: Describing food at social events" International Pragmatics Association, Manchester, UK.
- 2010 Noda, Mari. "New curricular directions: Update on East Asian languages" Association of Departments of Foreign Languages Seminar East, Rochester, NY.
- 2010 Noda, Mari. "Performing culture" Cornell University East Asian Language Pedagogy Workshop.
- 2010 Noda, Mari. "The teacher as a producer: Why being a native speaker isn't enough" Cornell University East Asian Language Pedagogy Workshop.
- 2010 Fukai, Miyuki & Mari Noda. "Community Involvement Project in a study abroad program and creativity." Association of Teachers of Japanese, Philadelphia, PA
- 2009 Noda, Mari. "Cultural immersion and isolation: What study abroad curriculum can offer." Association of Teachers of Japanese, Chicago, IL
- 2008 Kawamura, Hiroaki & Mari Noda. "Coaching of Study Abroad Learners through 'Stories'." Association for Asian Studies, Atlanta, GA
- 2006 Kawamura, Hiroaki and Noda, Mari. "Master of Your Domain: Where Do You Learn to Be in Japan?" International Conference of Japanese Language Education, New York, NY
- 2005 "Study Abroad: Icing on the Cake for Advanced Skills?" Georgetown University Roundtable, Georgetown, VA
- 2004 "Performance-based Teacher Training in East Asian Languages." Annual Meeting of Association for Asian Studies, San Diego, CA

Curriculum Vitae  
**SHELLY J. NUTTER**

**EDUCATION**

1994 B.S. in Later elementary education/Group sciences, Eastern Michigan University

**QUALIFICATIONS SUMMARY**

- Accomplished executive assistant with 18 years of university office management/administrative action reporting directly to a university president, associate academic vice president and other executive level officers.
- Consummate professional dedicated to facilitating and increasing executive productivity. Serve as an astute gatekeeper; skilled in complex calendar management, organizing events, building internal and external relationships; and efficiently accomplishes daily office tasks.
- Skill set includes high proficiency in MS Office (Word, Excel, PowerPoint, Access and Outlook).

**PROFESSIONAL EXPERIENCE**

- 2017-present Program Coordinator, Center for Languages, Literatures and Cultures (CLLC), The Ohio State University, Columbus, OH
- Coordinate and manage the computerized language placement tests for over 5,000 students, annually
  - Serve as project owner for the MultiCAT language placement tests updates and development | Collaborate and regularly meet with program developers
  - Initiated and currently collaborating with OCIO to move language testing to iPads as part of Digital Flagship project
  - Researched Client Relationship Management (CRM) software to utilize in a new CLLC community outreach initiative | Currently collaborating with the OCIO and Corporate Engagement Office as part of their Salesforce instance.
  - Initiated and currently working on a Community Connections newsletter for CLLC's and language departments' community partners.
  - Manage Hagerty Hall as building coordinator | Initiated new projects to install new light fixtures, water filling station, and an AED (automated external defibrillator).
  - Compose and publish meeting minutes for four different CLLC groups
  - Coordinate, assist with planning, and execute GTA training in August
  - Initiated and currently in the planning stages to make presentations in freshman survey courses on the advantages of language study with purpose to increase enrollment
  - Serve as Ambassador for the 2018 Campus Campaign
  - Serve as advisor for newly reactivated student organization Phi Sigma Iota (honorary language society)
- 2015-2017 Executive Assistant to the President and Secretary to the Board of Trustees, Ohio Wesleyan University, Delaware, OH
- Provided a full range of high level support services for president including: planning, directing, and coordinating administrative office functions with

## Appendix I

### List of CVs

- independent decision-making to further the University's mission
- Managed and maintained a complex and frequently changing calendar | Coordinated a variety of intricate meetings with internal and external individuals, committees, faculty, trustees, parents, students, and staff
- Independently assessed and resolved highly sensitive issues requiring confidentiality or delegated to appropriate person to manage
- Composed, edited, and proof-read correspondence, emails, and reports
- Hired, trained, mentored, and supervised one staff employee and one student employee
- Coordinated, booked, and managed all travel arrangements | Prepared detailed itineraries and reconciled all associated expenses
- Creatively planned and executed two yearly all-campus annual social events and multiple events at the president's residence
- Managed, maintained and analyzed office budgets, processed office invoices, arranged budget transfers, and produced expenditure reports
- Established, built rapport, and acted as liaison with forty+ trustees which included multiple Fortune 500 CEOs and high-end donors | Interacted and collaborated with multiple university consortia including an NCAA conference
- Planned and executed three Board of Trustees meetings annually for sixty+ people | Created and disseminated board meeting materials, secured locations, and arranged for catering and all AV requirements
- Attended trustee meetings | Drafted and distributed minutes for full Board meetings and committee meetings | Collaborated with VP offices on various committee minutes
- Planned, executed, booked, and coordinated travel for trustees, faculty, and staff for an off-site board meeting in Florida | Successfully negotiated the venue contract saving the University \$15,000
- Served as Secretary to the Board of Trustees
- 2014-2015 Executive Assistant to the CFO, Wright-Patt Credit Union, Beavercreek, OH
  - Facilitated the organizational mission, providing administrative support to chief financial officer, chief operating officer, and other executive level administrators | Liaison between board members and senior management
  - Managed CFO's and COO's calendars | Scheduled and coordinated internal and external meetings
- 2007-2014 Executive Assistant, Cedarville University, Cedarville, OH
  - Provided high level administrative and business support to the associate academic vice president of the College of Arts and Sciences
  - Managed, maintained, and analyzed budgets for the AAVP's office, Model UN team, Forensics, and Debate teams
- 2000-2007 Administrative Assistant, Cedarville University, Cedarville, OH

Curriculum Vitae  
**HIROSHI OKUDA**

**EDUCATION**

2007 Ph.D. (Chinese) Nankai University, PRC  
1986 M.A. (Chinese) Osaka University of Foreign Languages  
1980 B.A. (Chinese) Kyoto Sangyo University

**EMPLOYMENT**

2005-present Adjunct Professor, Guangdong University of Technology  
1988 Invited Professor, Ehime University  
1987-present Professor of Chinese, Himeji Dokkyo University  
1982-1987 Instructor (part-time), Nagoya Women's University  
1980-1981 Instructor (part-time), Osaka University of Foreign Languages

**MAJOR PUBLICATIONS**

1997 Chugokujin no hi-gengo komyunikeesyon "Chinese Non-verbal Communication,"  
Tokyo: Toho Shoten.  
More than 40 articles on Chinese language, non-verbal communication, and Chinese language pedagogy.

**SERVICES**

2011-present Director of International Exchange Center, Himeji Dokkyo University  
2010-2012 Director of Libraries, Himeji Dokkyo University  
2009-2010 Director of Admissions and Career Services, Himeji Dokkyo University  
1999-2008 Member, Board of Directors, Japan Organization of the International Chinese Language Teaching Association  
1997-2000 Chair, Western Japan Chinese Association HSK Committee  
1987-1995 Professor of Chinese, Himeji City Life-long Learning Program

**MEMBERSHIP**

- Member, Chinese Language Association of Japan
- Member, China Association of Japan
- International Chinese Language Teaching Association

Curriculum Vitae  
**DANIELLE OOOYOUNG PYUN**

**EDUCATION**

- 2003 Ph.D., Foreign and Second Language Education, The Ohio State University  
1997 M.A., Korean Studies, Ewha University, Seoul, Korea  
1995 B.A., English Linguistics and Pedagogy, Ewha University, Seoul, Korea

**ACADEMIC EMPLOYMENTS**

- 2012-present Associate Professor (with tenure), Department of East Asian Languages and Literatures, The Ohio State University  
2006-2012 Assistant Professor, Department of East Asian Languages and Literatures, The Ohio State University  
2004-2006 Lecturer, Department of East Asian Languages and Literatures, The Ohio State University  
2001-2004 Lecturer, Department of East Asian Languages and Civilizations, The University of Chicago  
1998-1999 Principal Instructor, East Asian Summer Language Institute, Indiana University

**SELECTED PUBLICATIONS**

**Books**

- 2018 *500 Common Korean Idioms*. London & New York: Routledge.  
2014 J. S. Kim, H. Y. Cho, J. H. Kim, D. O. Pyun et al. (2014). *Get It Korean (five volumes: Listening, Speaking, Reading, Writing, Grammar)*. Kyung Hee University Korean Textbook Series. Hawoo Publishing Inc.  
2012 Andrew S. Byon and Danielle O. Pyun. (Eds.). *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies*. Columbus, OH: National East Asian Languages Resource Center, The Ohio State University.  
2009 Co-author with Inseok Kim. *Colloquial Korean: The Complete Course for Beginners*. Routledge: London and New York.  
2007 Galal Walker, Chan Park and Danielle O. Pyun (Eds.) (2007). *Pathway to Korean: Beginning Spoken Korean from Zero*.

**Refereed Journal Articles and Book Chapters**

- 2018 (forthcoming) Danielle O. Pyun & Kyung-Eun Yoon. Discourse functions of Korean 'yes' words. *Korean Linguistics*.  
2016 Byung-jin Lim & Danielle O. Pyun. Korean foreign language learning: Videoconferencing with native speakers. In C. Wang & L. Winstead (Eds.) *Handbook of Research on Foreign Language Education in the Digital Age* (pp. 253-276). Hershey, PA: Information Science Reference.  
2015 H. J. Lee & D. O. Pyun (2015)\*. Vocabulary learning strategies of learners of Korean as a foreign language: A case study. *Journal of Korean Language Education*, 26, 29-53. (\*equal authorship)  
2014 D. O. Pyun, J. Kim, H. Cho, and J. Lee. Impact of affective variables on Korean as a foreign language learners' oral achievement. *System*, 47, 53-63.  
2014 Catherine E. Kim and Danielle O. Pyun (2014). Heritage language literacy maintenance: A study of Korean-American heritage learners. *Language, Culture*

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- and Curriculum, 27(3), 1-22.
- 2013 Individualized Korean language instruction for a mixed class of heritage and nonheritage learners. In E. Yuasa (Ed.), *Individualized Instruction in East Asian languages*. Columbus, OH: Foreign Language Publications, The Ohio State University, 61-94.
- 2013 D. O. Pyun, M. K. Chung, and H. J. Choi. KFL learners' acquisition of Korean locative particles: A corpus-based contrastive interlanguage analysis. *Language Information*, 17, 23-46.
- 2013 Attitudes toward task-based language learning: A study of college Korean learners. *Foreign Language Annals*, 46(1), 108-121.
- 2013 Y-S Kang and Danielle O. Pyun\*. Mediation strategies in L2 writing processes: A case study of two Korean language learners. *Language, Culture and Curriculum*, 26(1), 52-67. (\*equal authorship)
- 2012 An investigation into students' perceptions of small group work: A case of the L2 Korean classroom. In A. Byon and D. Pyun (Eds.), *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies*. Columbus, OH: Foreign Language Publications, The Ohio State University.
- 2012 Wynne Wong and Danielle O. Pyun. The effects of sentence writing on second language French and Korean lexical retention. *The Canadian Modern Language Review*, 68(2), 164-189.
- 2012 Danielle O. Pyun and Jaewoo Shim. Learner attitudes towards performance based assessments in the L2 Korean classroom. In A. Byon and D. Pyun (Eds.), *Teaching and Learning Korean as a Foreign Language: A Collection of Empirical Studies*. Columbus, OH: Foreign Language Publications, The Ohio State University.
- 2011 Danielle O. Pyun and Angela Lee-Smith. Reducing Korean heritage-learners' orthographic errors: The contribution of on-line and in-class dictation and form-focused instruction. *Language, Culture and Curriculum*, 24(2), 141-158.
- 2011 S. Y. Song and Danielle. O. Pyun. Teaching and learning pragmatics in L2 Korean: Past, present, and future directions. *Journal of the National Council of Less Commonly Taught Languages*, 10, 141-167.
- 2011 Angela Lee-Smith and Danielle O. Pyun. An analysis of the Test of Proficiency in Korean (TOPIK) focusing on beginning-level vocabulary and grammar items. *Journal of Korean Language Education*, 22(4), 1-26.
- 2009 A Corpus-based Analysis of Korean 'Yes' Words yey, ney, and ung: A Pedagogical Perspective. *The Korean Language in America*, 14, 25-46.
- 2007 Pedagogical Application of Corpora: A Speech Act Analysis of Responses to Thanks in Korean. *Journal of Korean Language Education*, 18(2), 135-154.

## PRESENTATIONS

- 2016 Performance-based language instruction and assessment. International Conference on Korean Language Education, Seoul, Korea,
- 2014 Heritage Language Literacy Maintenance: A Study of Korean-American Heritage Learners (with Catherine E. Kim). AAAL (American Association of Applied Linguistics) Annual Conference, Portland, OR.
- 2013 Learner attitudes toward task-based language teaching and learning. International Conference for the 20th anniversary of Korean language education of Kyung Hee

## Appendix I

### List of CVs

- University, Seoul, Korea.
- 2012 Meeting the Literacy Needs, Learning Opportunities and Motivation for KHLs (co-presented with Catherine E. Kim), ACTFL (American Council on the Teaching of Foreign Languages) Annual Convention, Philadelphia.
- 2011 Analysis of the Test of Proficiency in Korean (TOPIK): Elementary level vocabulary-grammar test items. (co-presented with Angela Lee-Smith), the 15th Annual Conference of American Association of Teachers of Korean, Yale University, New Haven, Connecticut.
- 2010 Korean language learners' attitudes towards oral performance assessments, ACTFL (American Council on the Teaching of Foreign Languages) Annual Convention, Boston, Massachusetts.
- 2010 Second language writing strategies: A case study of three L2 Korean learners (co-presented with Y.-S. Kang), the 14th Annual Conference of American Association of Teachers of Korean. Washington University in St. Louis. St. Louis, Missouri.
- 2009 The effects of sentence writing on L2 French and L2 Korean lexical acquisition, SLRF (Second Language Research Forum), East Lansing, Michigan.
- 2009 Individualized foreign language instruction: Theoretical background and applications, the 14th Annual Conference of American Association of Teachers of Korean, Seattle, Washington. .
- 2008 “Curricular models for heritage Korean learners in U.S. Colleges,” the 18th International Conference on Korean Language Education, Seoul, Korea
- 2007 “Persuasion Strategies in Newspaper Editorials: Contrastive rhetoric between Korean and English,” the 3rd Biennial Conference on Intercultural Rhetoric and Discourse
- 2007 “Out-of-school Literacy Practices in L2 Learning: A case study of highly successful Korean language learners” (co-presented with Eunjo Lee), the 12th American Association of Teachers of Korean Annual Conference
- Five additional presentations at workshops and conferences

## PROFESSIONAL ACTIVITIES

### Professional societies

- Vice-Chair (2015-present), ACTFL Korean SIG (Special Interest Group).
- Public Relations Officer (2013-2014), ACTFL Korean SIG (Special Interest Group)
- Board of Directors (2008-2011), AATK (American Association for Teachers of Korean)
- Member, ACTFL (American Council on Teaching Foreign Languages)
- Member, IAKLE (International Association for Korean Language Education)
- Member, AATK (American Association for Teachers of Korean)

### Manuscript/proposal reviewer

- Manuscript reviewer for the Journal, Bilingual Research Journal
- Manuscript reviewer for the Journal, Foreign Language Annals
- Manuscript reviewer for the Journal, Language, Culture and Curriculum
- Manuscript reviewer for the Journal, Korean Language in America



Curriculum Vitae  
**XIZHEN QIN**

**EDUCATION**

- 2011 Ph.D. in Chinese Pedagogy, The Ohio State University  
2006 M.A. in Chinese Pedagogy, The Ohio State University  
2004 M.A. in Chinese Linguistics, Shandong University, China  
1995 B.A. in Chinese Languages and Literatures, Shandong University, China

**ACADEMIC EMPLOYMENTS**

- 2018-present Associate Professor, World Languages Education, University of South Florida  
2011-2018 Assistant Professor, World Languages Education, University of South Florida  
2010-2011 Instructor, World Languages Education, University of South Florida  
2004-2010 Teaching Assistant/Instructor, Chinese Flagship Program, The Ohio State University  
1998-1999 Principal Instructor, East Asian Summer Language Institute, Indiana University

**PUBLICATIONS**

***Books/book chapters***

- 2017 Qin, X. Understanding Intercultural Misunderstandings Between Chinese and American Cultures: Applying the Performed-Culture Approach, Foreign Language Teaching and Research Press, Beijing, China.  
2013 Qin, X. Social Evolution and the Change of Social Titles during 1978-2000 in China, in J. Sun (ed.), Social Evolution and the Change of Social Titles in the 20th Century China: A Sociolinguistic Study, 673-746. The Commercial Press, Beijing, China.

***Peer-reviewed Journal Articles***

- 2017 Qin, X. Improving Chinese Language Learners' Intercultural Communicative Competence through Performing Culture, *International Chinese Language Education*. 2: 2, 25-30.  
2017 He, Y. & Qin, X. Students' Perceptions of an Internship Experience in China: A Pilot Study. *Foreign Language Annals*, 50:1, 57-70. doi:10.1111/flan.12246  
2014 Qin, X. Teaching Foreign Languages by Exploring Intercultural Misunderstanding. *Intercultural Communication Studies*, XXIII: 3, 66-82.  
2014 Qin, X. Exploring the Impact of Culture in Five Communicative Elements: Case of Intercultural Misunderstandings between Chinese and American. *Journal of Intercultural Communication*, issue 34, <http://immi.se/intercultural/>.  
2013 Qin, X. Teaching Behavioral Culture in Chinese Classroom. *Journal of the Chinese Language Teachers Association*, 48:3, 1-24.

***Peer-reviewed Proceedings***

- 2013 Qin, X. A Hierarchical Context Model for Chinese Vocabulary Instruction. *Proceedings of the 11th International Conference on Chinese Language Pedagogy*, 780-787, Sichuan Publisher, China.  
2008 Qin, X. Choices in Terms of Address: A Sociolinguistic Study of Chinese and American English Practices. In M. Chan & H. Kang (Eds.), *Proceedings of the*

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*20th North American Conference on Chinese Linguistics*, 409 - 423. Ohio State University.

**PRESENTATIONS**

- 2018 Qin, X. Developing Chinese Learners' ICC from the First Chinese Class. To be presented at CLTA Annual Conference 2018. Washington, DC.
- 2017 Qin, X. *Developing Intercultural Communicative Competence across Chinese Curriculum*. Presented at the 2017 Conference of American Council on the Teaching of Foreign Languages (ACTFL). Nashville, TN.
- 2017 Qin, X. *Students' Perceptions of an Internship Experience in China: A Pilot Study*. Presented at the 2017 Conference of American Council on the Teaching of Foreign Languages (ACTFL/CLTA). Nashville, TN.
- 2015 Qin, X. *Teaching Chinese culture through intercultural misunderstandings*. Presented at the 2015 Conference of American Council on the Teaching of Foreign Languages (ACTFL). San Diego, CA.
- 2014 Qin, X. *Teaching Behavioral Culture in the CFL Classroom*. Panel Chair and presenter. Presented at the 2014 Conference of American Council on the Teaching of Foreign Languages (ACTFL). San Antonio, TX.
- 2014 *Integrating Behavioral Culture instruction into Teaching Chinese Language*. Keynote Speaker. Presented at the 4th annual conference of Fostering Global Citizens: Integrating Culture in Teaching Chinese Language.
- 24 additional presentations

**GRANTS AND AWARDS**

- 2016 CLTA Cheng & Tsui Professional development Award
- 2015 The book, *Social Evolution and the Change of Social Titles in the 20th Century China: A Sociolinguistic Study*, which I coauthored with Jianyi Sun et al. won the 1st place of Outstanding Social Science Studies Awards in Shandong Province, China.
- 2013 *Primary Investigator (PI)*. USF Startalk Chinese Academy and USF Startalk Chinese Teacher Mentorship Program, funded by Startalk Program (a first-rate academic program serviced by National Security Agency/Central Security Service). 07/2013-02/2014. Awarded \$121,537.
- 2010 Arts & Humanities Post-Prospectus Fellowship, funded by the Ohio State University.

**PROFESSIONAL SERVICES**

- Editorial board member of
  - *Chinese as a Second Language (CSL)*
  - *Journal of Language Teaching and Research (JLTR)*
- Reviewer of
  - *Journal of Chinese Language Teachers Association (JCLTA)*
  - *Journal of Language Teaching and Research (JLTR)*
  - *Heritage Language Journal (HLJ)*
  - *Ni, Wo, Ta, 你我她*, A Chinese textbook

Curriculum Vitae  
**TIMOTHY A. SMITH**

**EDUCATION**

1999 Bachelor of Science in Business Administration, The Ohio State University

**PROFESSIONAL EXPERIENCE**

2010-present **Chief Information Officer**, The Ohio State University - College of Arts and Sciences

*Highlights*

- Consolidated 20+ disparate IT units into one college-wide IT unit
- Implementation of shared services and processes
- Culture change initiative to integrate staff into one organization
- Work with academic units to ensure that support standards and accountability are maintained
- Created an earnings operation to capitalize on business opportunities
- Capitalize on opportunities with sponsored research to have work performed within unit
- Facilitate researchers having access to in-house IT staff for sponsored research as opposed to consultants
- Create partnerships with service providers
- Outsourced networking operations to central campus IT unit – reducing CapEx by 2MM over 3 years
- Outsourced web hosting to third-party hosting to allow staff to focus on web site development and features

*Responsibilities*

- Responsible for a team of 75 IT Staff and a 10MM Technology Budget
- Serve as the Senior IT leader for College of Arts and Sciences
- Work with academic leaders and IT staff to successfully pass IT audits
- Responsible for meeting University Information Security Requirements
- Work collaboratively across campus to leverage efficiencies and economies of scale
- Meet the IT needs of the largest College on the University campus
- 38 Departments and Centers, 2,000 Faculty and Staff, 19,000 Undergraduate Students, 61 buildings

2010-present **Director of Infrastructure**, Operations and Application Development, The Ohio State University - College of Arts and Sciences

*Highlights*

- Implement shared services for newly created College of Arts and Sciences
- VMware farm, Exchange 2010 service, Networking team, SAN, Backups
- Implement custom web applications
- Ruby on Rails and PHP application
- Merge infrastructures from three large colleges into one
- Create sustainable and scalable infrastructure to meet business requirements

*Responsibilities*

## Appendix I List of CVs

- Responsible for a team of 15 IT Staff and a 2MM Technology Budget
- Ensure that systems and staffing allows for 24/7 availability for end users
- 1999-2010 Director of Arts and Humanities Information Technology
- Highlights*
  - Supervise 17 full-time and 6 student workers
  - Interface and negotiate with vendors for IT purchasing needs and relationships
  - Provide reports and updates on technology projects to Deans and Chairpersons
  - Evaluate new technology for the College
  - Serve on various College and OSU committees and groups
  - Co-chair campus wide committee to set hardware standards
- 1999-2010 Director of Administrative Technology
  - Supervise 5 full-time and 1 student workers
  - Interface and negotiate with vendors for IT purchasing needs and relationships
  - Lead implementation of Information Technology projects
    - Implement Gigabit networking
    - Implement VMWare for server virtualization
    - Replace one fourth of all desktop computers each year
    - Implementation of 12TB Storage Area Network and IBM DS4500 storage server and Brocade switches
    - Implementation of Commvault Galaxy backup and recovery software
    - Prepare technology plan for major renovation of campus building
    - Upgrade and administer Novell, Window NT, Windows 2000, Windows 2003 servers
- 1999-2010 Network Manager
  - Design, install and manage network connectivity between 11 buildings o  
Install, upgrade and maintain Cisco Systems switches to provide building connectivity
    - Migrating 1200 users from 10 Megabit shared connectivity to 10/100 Megabit switched connectivity

## PROFESSIONAL AFFILIATIONS

- Midwestern Higher Education Compact Technologies Committee
  - Executive Committee Member
  - [www.mhec.org](http://www.mhec.org)
- CIC IT Leaders Graduate
  - Intensive year-long leadership development program coordinated by the Big Ten Academic Alliance
- EDUCAUSE Institute Leadership Institute
- Dell EMC Higher Education Customer Advisory Council

Curriculum Vitae  
**SCOTT SPRAGUE**

**EDUCATION**

- 1994            Master of Media Arts in Video Production, University of South Carolina
- Outstanding Graduate Student of the Year
- 1991            Bachelor of Science in Audio Production; minor in Music, The Ohio State University
- 1998            Audio Engineering Certificate, Advanced Master Session and Troubleshooting Session

**WORK EXPERIENCE**

- 2000-Present   Electronic Media Producer, The Ohio State University, College of Arts and Sciences
- Produce video and audio content for ASC moocs
  - outreach, alumni relations, and promotions
- 1997-2000      Multimedia Specialist - New Media Division, Metatec International
- Video production for CD-ROM and DVD-ROM titles
  - Corporate video production
- 1995-1997      Video Production Specialist, ODNR
- Videography and editing for ODNR divisions.
- 1994-1995      Operations Engineer WKRC TV
- Master control, audio, and tape-op.

**SKILLS**

- Videography - 10
- Editing - 10
- Audio - 9
- Resourceful - 10
- People - 10
- Experience - 10

Curriculum Vitae  
**DALI TAN**

**EDUCATION**

- 1997 Ph. D., Comparative Literature, University of Maryland, College Park  
1985 M.A., English and American Literature, Liaoning University, China  
1982 B.A., English, Heilongjiang University, China

**ACADEMIC EMPLOYMENT**

- 2015-present Associate Professor, Northern Virginia Community College  
2011-2015 Assistant Professor, Northern Virginia Community College  
1999-2011 Teacher of Chinese, Landon School, Bethesda, Maryland  
1999, 2003 Chinese Language and Culture Instructor, Foreign Service Institute  
1996-1999 Lecturer, Department of Asian Languages, UMCP  
1995-1996 Lecturer, Comparative Literature Program, UMCP  
1993-1998 Teacher of Chinese, St. Catherine's School, Richmond, Virginia

**INSTRUCTIONAL MATERIAL DEVELOPMENT**

- 2011-2015 Co-author of *Step Up with Chinese*, Vol. 1, Vol. 2 and Vol. 3, Cengage Learning (Singapore:2011, 2013 and 2015). A Chinese textbook for middle school and high school students.  
2008 "Study Abroad in China: Transformation of Students' Perspectives on the World and Themselves," *Study Abroad in the Chinese Context*, Peking University Press, 267-281.  
2007 "AP Chinese Special Focus in Chinese: Reading Lu Xun's Short Story through a Variety of Scaffolding Activities."

**PUBLICATIONS IN ENGLISH**

- 2018 "Pearls of Ancient Chinese Wisdom for Twenty-First-Century CFL Classrooms." *Explorations in Teaching Chinese as a Second Language*. Cheng & Tsui.  
2017 "Building Global Communities: Working Together toward Intercultural Competence" by Dali Tan and Elizabeth Barbour. NECTFL Review 79., 197-212.  
2016 "The Power of Pattern Stories for Chinese Literacy" by Helena Curtain and Dali Tan. International Chinese Language Education. Foreign Language Research and Teaching Press, Beijing. 1: 1, 87-102.  
2016 "The Short-Term Homestay as a Context for Language Learning: Three Case Studies of High School Students and Host Families" by Celeste Kinginger, Qian Wu, Sheng-Hsun Lee and Dali Tan. Study Abroad Research in Second Language Acquisition and International Education. John Benjamins Publishing Company: Amsterdam/Philadelphia 1:1, 34-60.  
2015 "Discussing Emily Dickinson into Chinese: Lessons from the Cooperative Translation Project." Laura Lauth with Dali Tan. *Comparative Literature & World Literature*. Peking University Press (December): 184-198.  
2014 "Contextualized Language Practices as Sites for Learning: Mealtime Talk in Short-Term Chinese Homestays." Celeste Kinginger, Sheng-Hsun Lee, Qian Wu and Dali Tan. *Applied Linguistics*. Oxford University Press: 1-26.

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**PRESENTATIONS**

- 2009 Pre-Convention Workshop Co-Presenter: “Developing a Standards-Based Chinese Program: Meeting the Needs of All Students”
- 2009 “Teaching Chinese to American Students Using Strategies That Work” American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA
- 2009 “We Are All in This Together—Towards a Standards-based and Articulated K-16 Chinese Curriculum” presentation at a panel entitled “Maximizing Chinese Language Capacity: The Challenges for K16 Articulation,” Annual Northeast Conference on the Teaching of Foreign Languages, New York City
- 2009 Co-instructed with Helena Curtain at a seven day training workshop for Chinese heritage school teachers, Rockville, Maryland
- 2009 “Summer Study in China Programs: Two Different Road Maps for Success” National Chinese Language Conference, Chicago, IL
- 2008-2009 Workshop presenter: AP Chinese One-day workshops, Atlanta, Georgia
- 2008 Lead Consultant: Rice University AP Chinese Summer Institute, Houston, TX
- 2008 Invited Speaker, National Chinese Language Conference, Washington, D.C
- 2008 “Teaching Chinese Proverbs-- Integrating the Study of Culture with Language Instruction,” ACTFL, Orlando, Florida
- 2007 “Beyond Cultural Products and Practice – Teaching cultural perspectives using excerpted authentic materials” presented at Annual Convention of the ACTFL, San Antonio
- 2006 Pre-Convention workshop presenter: AP Chinese One-day workshop, ACTFL, Nashville, TN

**GRANTS AND AWARDS**

- 2003 The Presidential Scholars Program Teacher Recognition Award by the U.S. Department of Education
- 1995 Eleanor Roosevelt Fund for Women and Girls of the American Association of University Women Educational Foundation

**SERVICES AND AFFILIATIONS**

- 2016 Immediate Past President CLASS (Chinese Language Association of Secondary-elementary Schools)
- 2013-2015 President, CLASS
- 2010-2014 Director, Board of Directors, NECTFL (Northeast Conference on the Teaching of Foreign Languages)
- 2009-2010 President of Chinese Language Teachers Association-National Capital Region CLTA-NCR
- 2008-2009 Chinese Language Association of Secondary-Elementary Schools (CLASS) Immediate Past President, Dec.
- 2007-2008 President CLASS
- 2007-2009 STARTALK Taskforce for Curriculum Development, National Foreign Language Center at the University of Maryland
- Member, American Council on the Teaching of Foreign Languages
- Member, Northeast Conference on the Teaching of Foreign Languages

Curriculum Vitae  
**ABHIJIT VARDE**

**EDUCATION**

- 2005 Ph.D. in Art Education, The Ohio State University, Columbus OH  
1997 M.A. in Industrial Design, The Ohio State University, Columbus OH  
1993 Bachelor of Fine Arts: with honors and distinction in documentary and commercial photography. The Academy of Art College, San Francisco CA  
1984 B.Sc./Certificate:in Nautical Sciences. LBS Nautical College Bombay, India

**RELEVANT WORK EXPERIENCE**

- Assistant Director for Technology, Center for Languages, Literatures, and Cultures (CLLC), OSU Columbus OH
- Collaborating with faculty toward developing Chinese and Japanese language and culture learning software to be delivered on DVD-ROM.
- Project lead for “Major Media”, in which curriculum research, and development is undertaken and a language and culture specific course in the new media is co-taught to graduate students in the humanities and a select group of high school teachers from Central Ohio.
- Instructional Designer and project lead for an on-line language placement test in French, German and Spanish entitled CAAP (The Collaborative Articulation and Assessment Project). Instructional Designer and project lead for a fully web delivered undergraduate introductory course on East Asia under development entitled “East Asian Humanities”.
- Instructional Designer and project lead for fully web delivered video performance based undergraduate/graduate intermediate to advanced level course in spoken Chinese under development entitled “Making Your Case Like a Native Chinese”.
- Exhibition design, planning and curating for the Academy of Art San Francisco, Creativity Explored San Francisco and College of Humanities, OSU, Columbus OH.
- Graphic Design and Documentary Photography for Zia Cosmetics San Francisco CA

**PUBLICATIONS**

***Books:***

- 1996 Contributed to In Black and White: What has independence meant for women in India?, Published by Point of View : Bombay , India.  
1996 “Daughters of Maharashtra: Women who are building maharashtra”, Published by Kalnirnay Publications: Bombay India.

***Periodicals:***

- 1997 Journal of Multi-cultural and Cross Cultural Studies in Art Education; Times of India; India Today; Ekta; Maharashtra Times; Dharmayug  
1996 Graphis Photographer’s Forum  
1995 Photo Design Annual  
1995 Photo District News  
1994 Graphis Photo Design Annual  
1993 Communication Arts Photo Design Annual

***Digital publications:***



## Appendix I

### List of CVs

- Making Your Case Like a Native Chinese prototype: DVD based video performance software for undergraduate/graduate intermediate to advanced level course in spoken Chinese
- Chinese Communicating in the Culture: DVD based software for learning Chinese language and culture; Disc 1 of 3.
- Japanese Spoken Language Prototype: DVD based software for learning Japanese language and culture
- CAAP language placement test in French, German and Spanish: Online placement testing tool developed to assist high school students transitioning from high school to higher education.
- Prototype of Ideas of India web-site: Web-based course on the history, culture and civilization of India
- Center for Folklore Studies Web-site: Informational web site highlighting the center's faculty, students, courses and other opportunities.
- Foreign Language Center Web-site: Informational web site highlighting the center's faculty, students, courses, other opportunities, and the on-line showcase of the Foreign Language Center projects.
- Department of French and Italian Web-site: Informational web site highlighting the departments faculty students, courses and other opportunities.
- MultiCAT: Computer-delivered networkable multimedia computer-adaptive proficiency test in French, German, and Spanish;
- Rover and Co-Pilot: Prototype of a portable computer and an integrated software operating system developed. Paper and a 10 minute video presented in at The Ohio State University, Department of Design as part of a design project sponsored by Apple Computer.

## PROFESSIONAL SKILL SET

### *Designs*

- Information visualization, design and data modelling;
- Graphic User Interface research, design and production for applications development on web browsers, stand alone software, and applications developed with multimedia development tools such as Macromedia Authorware and Director;
- Graphic design including identity, logo development, and branding; page layout for books, brochures, data forms, annual reports, letter heads, name cards, greetings cards and a variety of promotional product such as magnets, tote bags, and mugs.
- Instructional design and curriculum planning in the arts, cultural studies and humanities across all forms of media delivery including, video, audio, animation, and interactive multimedia.

Curriculum Vitae  
**JIANFEN WANG**

**EDUCATION**

- 2016 PhD in Chinese Pedagogy, The Ohio State University  
2011 MA in TESOL, The Ohio State University  
2003 BA in English, Beijing Language and Culture University

**EMPLOYMENT**

- 2016-present Assistant Professor of Chinese at Berea College  
2015-2016 Visiting Chinese Instructor, Washington & Lee University  
2011-2015 Graduate Research Associate, The Ohio State University  
2010-2011 Adjunct Chinese Instructor, The College Of Wooster  
2003-2009 English Instructor, Beijing No.1 Middle School

**PUBLICATIONS**

- In progress. Context-based EFL teaching in the ecological perspective. In J. Goulah & J. Katunich (Eds.), TESOL and Sustainability: New Perspectives on English Language Teaching in the Anthropocene Era. American Educational Research Association.
- 2016 Wang, J. (Co-author with Xiaobin, Jian). Perform Suzhou: A Course in Intermediate to Advanced Mandarin. Soochow University Press and Foreign Language Publications at The Ohio State University.
- 2015 Using Rhymes to Create a Supportive Environment for Performing Chinese Culture. Journal of K-12 Chinese Language Teaching, 1.  
<http://clta-us.org/k-12clt-issue-1/>.
- 2015 Language as an Aspect of Culture. In Baya'er (Ed.), International Chinese Language Pedagogy and Chinese Culture, 193-200. Hohhot: Inner Mongolia, China.
- 2012 Chinese modal auxiliaries néng and huì: In search of a solution for learners' confusion. In Proceedings of the 24th North American Conference on Chinese Linguistics; Forthcoming online <https://naccl.osu.edu/proceedings/naccl-24>
- 2008 On Helping Students With Special Needs. In Bian Yufang (ed.), Developing in Assessment, 194-197. Beijing: Minzu University of China Press.
- 2007 Internet-based Hierarchical Teaching of English. In Handbook on Theory and Practice in Modern Education, 873-875. Beijing: People's Daily Press/ Modern Education Press.

**AFFILIATIONS**

- American Educational Research Association (AERA)  
American Council on the Teaching of Foreign Languages (ACTFL)  
National Council of Less Commonly Taught Languages (NCOLCTL)  
National East Asian Languages Resource Center (NEALRC)

Curriculum Vitae  
**RACHEL WAYNE**

**EDUCATION**

- 2017 PhD in Chinese Pedagogy, The Ohio State University  
2012 MA in International Chinese Education, Peking University  
2010 BA in East Asian Language and Culture with a concentration in Chinese, Miami University / Oxford, OH

**TEACHING EXPERIENCE**

- 2018 Lecturer of Chinese, Washington University in St. Louis, Alliance for Language Learning and Educational Exchange (ALLEX) Foundation  
2017-present Instructor, Bishop Ready High School  
2016-2017 Graduate Teaching Associate, The Ohio State University  
2016 Ohio English Teacher Advancement Program, The Ohio State University  
2014-2015 Lecturer, The Ohio State University  
2014 Lecturer of Chinese, Washington University in St. Louis, Alliance for Language Learning and Educational Exchange (ALLEX) Foundation  
2011 Teaching Assistant, Peking University

**TEACHING EXPERIENCE**

- 2016-2017 Graduate Research Associate, The Ohio State University
- Assisted in the writing and development of Chinese language teaching materials using the Performed Culture Approach
  - Assisted in operating the Chinese program of Critical Language Scholarship (CLS) in partnership with the U.S. Department of State
  - Co-authored the Chinese language textbook *Tiyan Xiamen* used during the summer 2014 CLS China study abroad program

**UNIVERSITY SERVICE**

- 2016-2017 Council of Graduate Students Delegate, The Ohio State University
- Graduate delegate for the Department of East Asian Languages and Literatures and the East Asian Studies Program at The Ohio State University
  - Served as an advocate in processes of crafting university policy-making decisions
  - Acted as council liaison between the department Graduate Committee Chair and department constituents
  - Served on the International Student Concerns committee

**PRESENTATIONS**

- 2018 Wayne, R. Exploring Cognitive Science to Guide Change in Chinese Language Instruction: Teaching CFL Through the Strategic Use of Visualization. Paper presented at the 2018 Symposium on Interdisciplinary Approaches to East Asian Languages Pedagogy (SIAEALP), Columbus, OH.
- 2014 Jia, J., Li, C., & Wayne, R. *Gamification of Feedback System in a Foreign Language Program*. Paper presented at the American Council on the Teaching of Foreign Languages (ACTFL) 2014 Annual Convention, San Antonio, TX.

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List of CVs

- 2014 Noda, M., Wayne, R., & Chai, D. *Managing Chinese Study Abroad Programs: Building Learners' Social Network and Enhancing US-Local Institution Partnership*. Paper presented at the Chinese Language Teachers Association (CLTA)-Greater New York 2014 Annual Conference, 12<sup>th</sup> New York International Conference on Teaching Chinese, New York, NY.

**HONORS**

- 2015-2016 Foreign Language & Area Studies (FLAS) Fellowship, The Ohio State University
- Full financial award given by the U.S. Department of Education to selected graduate students
  - Received for both Summer 2015 and the 2015–2016 Academic Year
- 2012-2014, 2016-2017 Graduate Associateship, The Ohio State University
- Full financial award given to selected students
- 2010-2012 Confucius Institute Full Scholarship, Peking University
- Full financial award given to selected international students
- 2011 Student Representative Speaker, Peking University
- Peking University School of Chinese as a Second Language 60<sup>th</sup> Anniversary Ceremony
  - Single student selected
- 2011 Student Representative Speaker, Peking University
- Peking University School of Chinese as a Second Language Building Ground Breaking Ceremony
  - Single student selected
- 2011 Innovation Award, Peking University

Curriculum Vitae  
**YANG YANG**

**EDUCATION**

- 2018 M.A. in Instructional Technology and Media. Teachers College, Columbia University
- 2016 B.A. in English Language & Literature. School of International Studies, Zhejiang University

**WORK EXPERIENCE**

- 2018-present Instructional Aids Associate, NEALRC, The Ohio State University
- Collaborate with curriculum development team to work on systems design, development of multi-media materials for East Asian Languages
- 2017 Front-end Intern, Gridology Education & Technology, Inc.
- Developed front-end application and components using HTML5, CSS3, JavaScript for the login and management module.
  - Created website layout for Gridoflogy product by using HTML/CSS and optimized codes and maintained browser compatibility.
  - UX/UI design for a course searching system
  - Involved Gitlab for project version control.
- 2017 Research Assistant, Centre for Optical and Electromagnetic Research (COER), Zhejiang University
- Individually developed new feature which was incorporated into team's key product for video editing under Windows.
  - Collaborated with Technical Support team to optimize product user interface in response to user feedback and simplify users' browse operation by adding keyboard shortcuts
  - UX/UI design for a football training system
- 2015 New Media Intern, Qianjiang Evening News
- Designed and scheduled social content for Wechat platform of the Sports Department
  - Organized and executed offline activities
  - Executed advertising and marketing plan of the Sports Department
- 2014 Event Planning Intern, Uber Hanzhou
- Organized and executed summer parties for college students in Zhejiang region increase the public awareness of the app and its services
  - Liaised with local medias and school administrators in event planning, stage designing, and volunteer management
  - UI/UX design for the summer parties
- 2013-2014 Marketing Intern, Beijing YiWan Information Technology
- Developed and executed advertising and marketing strategies for user acquisition, customer reengagement and online traffic assessment of Chicha in Zhejiang region
  - Organized Weekly in-market meetings and presentations aimed at increasing market share and campus awareness of the app and the user stickiness to the app

## Appendix I List of CVs

- Reached quarterly user acquisition goals and contributed to the overall team development

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### PROJECTS

- 2018 *Case Notes: A Detective Game for Learning Communication Skills in Chinese.*
- Identified the needs of Chinese as Second Language learners and analysed the problems of existing learning tools
  - Designed the game based on anchored learning theory, Cross-culture Training Theory and Perform Culture Approach
  - 2016 *A Hamburger: A Gaming Approach on Training Design Thinking*
  - Designed the game based on MDA game design framework
  - Identified the key concepts in training design thinking
  - Investigated the way to nurture design thinking skills within a dynamic, fun environment through the different components and mechanics in the game
- 2016 *An Inquiry into Emoji Use and Consumer Engagement in Social Networks: Based on Communication Accommodation*
- Investigated the effects of emoji use on consumer engagement of companies on three social network platforms
  - Used a content analysis on social media posts base on Communication Accommodation Theory
  - Findings reveal that convergent accommodation communication strategy (in the study, using emoji) in online communication is an effective tool for fostering engagement with consumers
- 2015 *A Study on the Influence of Family Background and Cultural Capital on College Students' Educational Achievements*
- Used the data collected in Zhejiang University to examine the relationship between family background of college students and their educational achievements
  - Data was analysed based on Cultural Reproduction Theory and Cultural Mobility Model

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### EXTRA ACTIVITIES

- 2013-2015 Present, Zhejiang University Fanyin Drama Club
- Responsible for strategic management and daily operation, including performance planning, publicity, recruitment, stage designing, and script reviewing
  - Constructed websites, *Youku* trailers and other digital media advertisements
- 2015 Volunteer Manager, 16th Asia Physics Olympiad
- Scheduled exhibition agenda, and conducted and oversaw the volunteers' registration
  - Served as the chief assistant to the event managers and the liaison to international participants

Curriculum Vitae

LI YU

**EDUCATION**

- 2003 Ph.D. in Chinese Language Pedagogy and Cultural History, The Ohio State University, Columbus, Ohio
- 1997 M.A. in Chinese Language Pedagogy, The Ohio State University, Columbus, Ohio
- 1995 B.A. in Teaching Chinese as a Foreign Language, East China Normal University, China

**ACADEMIC EMPLOYMENT**

- 2015-present Chair of Department of Asian Studies, Williams College
- 2012-present Associate Professor of Chinese, Williams College
- 2005-2012 Assistant Professor of Chinese, Williams College

**PUBLICATIONS**

***Pedagogical Material***

- 2016 Let's Learn Mandarin Chinese: 64 Basic Mandarin Chinese Words and Their Uses. Singapore: Tuttle Publishing. [This is a revised and expanded edition of an existing title.]

***Peer-reviewed articles and book chapters***

- To appear Yu, Li. "Standards of Validity and Essay Grading in Early Qing Civil Service Examinations," to appear in *Standards of Validity in Late Imperial China*, edited by Ari Daniel Levine, Joachim Kurtz, and Martin Hofmann.
- 2012 Yu, Li. "Character Recognition: A New Method of Learning to Read in Late Imperial China." *Late Imperial China*. Volume 33, Number 2, December 2012, pp. 1-39.
- 2012 Yu, Li. "Integrating Film Narration into the Lower Intermediate Level Curriculum." *Journal of the Chinese Language Teachers Association*, Volume 47, No 2, pp. 33-63.
- To appear Yu, Li. "Old text, New meanings: *San Zi Jing Through Its Paratexts*." *Paratexts and the Late Imperial Chinese Book Culture*, edited by Joachim Kurtz and Rui Magone. Leiden: Brill.
- 2011 Yu, Li. "Wenhua zai nali: Wenhua jiaoxue yu waiyu jiaocai." Chinese version of "Where is Culture: Culture Instruction and the Foreign Language Textbook" selected to be published as featured article in the journal *Guoji hanyu jiaoxue dongtai yu yanjiu* [International Chinese Language Teaching and Learning].
- 2011 Yu, Li. "An Introduction and Translation to A Suzhou Chantefable Classic from *Pearl Pagoda*," in *The Columbia Anthology of Chinese Folk and Popular Literature* edited by Victor Mair and Mark Bender. New York: Columbia University Press, pp. 565-584.
- 2010 Yu, Li. "Performance in Performed Culture: A Student's Notes", a bilingual version, in *Performed Culture Approach*, edited by Galal Walker. Columbus, OH: Ohio State University Foreign Language Publications. pp. 173-85.
- 2009 Yu, Li. "Where is Culture: Culture Instruction and the Foreign Language

Appendix I  
List of CVs

- Textbook.” *The Journal of the Chinese Language Teachers Association*, Vol. 44:3, pp. 73-108.
- 2008 Yu, Li. “Exploring Learners’ Intercultural Behaviors: Applying the Performed Culture Approach in Chinese Language Pedagogy.” *The Journal of the Chinese Language Teachers Association*, 43:3, pp. 121-46.
- 2007 Yu, Li. “Meiguo daxue zhongwen jiaoshi shizi peiyang moshi fenxi” [On Models of Teacher Preparation of U.S. College Chinese Language Teachers.] *Shijie Hanyu Jiaoxue* [Chinese Teaching in the World]. No. 1, pp. 114-23.
- 2006 Yu, Li. “Zhongwen jiaoshi peixun xiangmu SPEAC moshi shuping” [A Description and Critique of a Chinese Teacher Training Program: The SPEAC Model.] *Guoji hanyu jiaoxue dongtai yu yanjiu*. No. 4.
- 2004 Yu, Li. “Tiyuan wenhua jiaoxuefa xuexi shouji: Performance” [On the Concept of “performance” in the Performed Culture Approach in Chinese Language Pedagogy.] *Guowai hanyu jiaoxue dongtai*, No. 4, 22-7.
- 2004 Yu, Li. “Learning to Read in Late Imperial China.” *Studies on Asia: Series II*, Vol I, No. 1, pp.7-29.
- 1995 Yu, Li. “Dianying yiming chutan” [A Preliminary Analysis of the Chinese Translation of English Film Titles]. *Huadong shifan daxue xuebao* [Journal of East China Normal University], 1995:3.

## HONORS AND AWARDS

- Williams College Nelson Bushnell ‘20 Prize to recognize excellence in teaching and writing
- Grant award from the Henry Luce Foundation/ACLS to organize an international workshop “How to read a Chinese Book: Through the Lens of Paratexts” at Williams College (award amount: \$15,000, collaborator: Prof. Cynthia Brokaw from Brown University).
- Research Fellowship, Cluster of Excellence “Asia and Europe in a Global Context: Shifting Asymmetries in Cultural Flows.” University of Heidelberg, Germany. October 2009-September 2010.
- Winner of the national competition for Council of Graduate Schools/UMI Distinguished Dissertation Award in the field of Humanities and Fine Arts for 2002-2003. *Dissertation*: “A History of Reading in Late Imperial China 1000-1800.”



Curriculum Vitae  
**ETSUYO YUASA**

**EDUCATION**

- 1998 Ph.D. in Linguistic. The University of Chicago, Chicago, Illinois  
1998 B.A. in British and American Literatures. Showa Women's University, Tokyo, Japan

**ACADEMIC EMPLOYMENT**

- 2013-present Director, East Asian Studies Center. The Ohio State University  
2005-present Associate Professor in Japanese. Department of East Asian Languages and Literatures. The Ohio State University  
1998-2005 Assistant Professor in Japanese. The Ohio State University

**PUBLICATIONS**

***Books***

- 2016 *The Proceedings of the Manga Symposia: Manga at a Crossroads*. Edited with Namiko Kunitomo, Mineharu Nakayama, and Kerim Yasar. OSU Knowledge Bank: <https://kb.osu.edu/dspace/handle/1811/78696>.  
2016 *Buckeye East Asian Linguistics 2*. Edited with Mineharu Nakayama, Marjorie Chan, and Zhiguo Xie. OSU Knowledge Bank: <https://kb.osu.edu/dspace/handle/1811/77994>.  
2013 *Individualized Instruction for East Asian Languages*. (edited volume) Columbus, OH: Foreign language Publication.  
2011 *Pragmatics and Autoleixcal Grammar: In Honors of Jerry Sadock*. Edited with Tista Bagchi and Katherine P. Beals. Amsterdam: John Benjamins. *Modularity in Language: Constructional and Categorical Mismatch in Syntax and Semantics*. Berlin: Mouton de Gruyter.

***Selected journal articles, chapters, and reviews***

- 2017 "Practical linguistics of Japanese: Japanese linguistics' contributions to teaching *dareka/nanika*." *Journal of Japanese Linguistics* 33, 43-64.  
2016 "Personalized instruction for advanced Japanese." In the Proceedings of the 26<sup>th</sup> Central Association of Teachers of Japanese Conference. Conference, <https://sites.lsa.umich.edu/catj26/proceedings/>.  
2013 "Meeting Diverse Needs: Individualized Instruction for Introductory and Advanced Japanese." In *Individualized Instruction for East Asian Languages*, Etsuyo Yuasa (ed.), Columbus, OH: Foreign language Publication.  
2013 "Introduction." In *Individualized Instruction for East Asian Languages*, Etsuyo Yuasa (ed.), Columbus, OH: Foreign language Publication.  
2011 "Introduction." In *Pragmatics and Autoleixcal Grammar: In Honors of Jerry Sadock*, Etsuyo Yuasa, Tista Bagchi and Katherine P. Beals (eds.), Amsterdam: John Benjamins.  
2009 "Conflicting parts of speech categorization and the autonomy of syntax and semantics." *The Sixteenth Princeton Japanese Pedagogy Forum Proceedings*, 63-74.  
2008 Review of Kazuhiro Teruya, *A Systemic Functional Grammar of Japanese*.

## Appendix I List of CVs

- Japanese Language and Literature* 42 (2), 516-523.
- 2008 “From the core to the periphery: the tense system in Japanese.” *Japanese Language and Literature* 42 (2), 495-510.
- 2008 “An Autolexical account of variation in grammatical relations.” *The Proceedings of the 41<sup>st</sup> Annual Meeting of Chicago Linguistics*, 285-299.
- 2008 “A Multi-modular approach to gradual change in grammaticalization” with Elaine Francis. *Journal of Linguistics* 44:45-86.
- 2005 “Japanese Individualized Instruction Program: Goals and Practice.” *Sekai-no Nihongo-Kyooiku* (Japanese-Language Education Around the Globe, Japan Foundation) 15: 193-206.
- 2005 “Pseudo-independent clause: constructional mismatch in syntax and semantics.” *Language Sciences* 27: 531-550.
- 2005 “Exceptions in grammar.” *Linguistics and Japanese Language Education IV*, pp.199-210. Tokyo: Kuroshio.
- 2005 “Independence in subordinate clauses: Analysis of nonrestrictive relative clauses in English and Japanese.” In Francis, Elaine, Salikoko S. Mufwene, and Rebecca S. Wheeler, eds., *Polymorphous Linguistics: Jim McCawley’s legacy*, pp. 135-160. Cambridge, MA: MIT Press.

## SELECTED SERVICE

### Service to regional and national organizations

- 2014-present Japanese-Language Proficiency Text proctor, AATJ
- 2010 Fulbright National Screening Committee (Japan/Korea)
- 2008 Fulbright National Screening Committee (Japan/Korea)
- 2000-2004 Treasurer for the Ohio Association of Teachers of Japanese

### Conference organization

- 2017 28<sup>th</sup> International Japanese-English Translation Conference
- 2015 Symposia “Manga at a Crossroads”
- 2008 Conference organizer for the Pragmatics, Grammatical Interfaces, and Jerry Sadock Conference, University of Chicago
- 2005 Conference organizer of the 17th Central Association of Teachers of Japanese Conference

### University service

- 2017-2018 Faculty advisor for study abroad programs in Japan, DEALL
- 2015-present China Gateway grant reviewer, Office of International Affairs (OIA)
- 2015-present China Gateway Faculty Advisory Committee member, OIA
- 2014-present Academic Enrichment Grants reviewer, OIA
- 2013-present East Asian Studies Center Director, OIA
- 2012-present Fulbright committee, the Graduate School
- 2012-2014 Language Program Director, DEALL
- 2007-2013, Faculty advisor for study abroad programs in Japan, DEALL [and OIA]
- 2005-2007 Graduate Studies Director, DEALL
- 2003-2005 Undergraduate Studies Director, DEALL
- 1998-2015 Individualized Instruction Program Director, DEALL

Curriculum Vitae

**ZHINI ZENG**

**EDUCATION**

- 2011-2015 Ph.D. Chinese Pedagogy, The Ohio State University, OH  
2009-2011 M.A., Chinese Pedagogy, The Ohio State University, OH  
2005-2009 B.A., Teaching Chinese as a Foreign Language, Shanghai International Studies University, Shanghai, China

**APPOINTMENTS**

- 2015-present Assistant Professor, Department of Modern Languages, University of Mississippi, MS  
2015-present Resident Director of UM Project GO Summer Program (Shanghai), Department of Modern Languages, University of Mississippi, MS  
July 2015 Visiting Professor of Chinese, ALLEX Program, Washington University of St. Louis, MO  
2010-2015 Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, OH  
2014 Resident Director of Critical Language Scholarship (Guangzhou), Department of East Asian Languages and Literatures, The Ohio State University, OH  
2012-2013 Resident Director of Chinese Flagship Summer Program (Qingdao), Department of East Asian Languages and Literatures, The Ohio State University, OH  
2009-2010 Research Assistant, The National East Asian Languages Resource Center, The Ohio State University, OH

**PROJECTS**

- 2013-present *Teaching/Learning Guide to Chuncao: An Advanced Textbook*, Material Development Project, to be published through The Ohio State University Foreign Language Publications  
2013-2014 *Perform Guangzhou*, Material Development Project for the 2014 Critical Language Scholarship  
2013-2014 Chinese Discourse on Sino-American Relation, Material Development Project for the 2014 Critical Language Scholarship  
2013 Georgia Tech Critical Language Song Project Review  
2012-2013 *Perform Chengdu*, Material Development Project for the 2013 Critical Language Scholarship  
2009-2011 *Chinese: Living in the Culture*, Material Development Project nominated by Wuhan University Base for International promotion of Chinese

**PUBLICATIONS AND PRESENTATIONS**

- 2018 Striving for the Third Space: An American Professional's Unconventional Language Use in Chinese Workplace. Paper submitted to Foreign Language Annals, under revision.  
2017 Situated Learning in a Chinese Question-and-Answer Online Community: The Case of Zhihu. Paper submitted to The Journal of Chinese as a Second Language, under review.  
2017 Negotiating Thirdness: Revisiting the Native/Nonnative Speaker Dichotomy in

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- Foreign Language Education. Invited talk given at Zhejiang University. Hangzhou, China
- 2016 Beyond Proficiency: A New Paradigm of Chinese Language Pedagogy for the 21<sup>st</sup> Century. Invited talk given at Shanghai International Studies University. Shanghai, China.
- 2016 *Rethinking Assessment of Chinese as a Foreign Language*. Invited talk given at Zhejiang University. Hangzhou, China.
- 2015 *Developing Reciprocal Institutional Relations: Towards An Integrated Model of Study Abroad Program in China*. Paper presented at the Annual Convention of American Council on the Teaching of Foreign Languages. San Diego, CA.
- 2014 *Optimizing the Study-abroad Experience: Bridging Classroom and Community*. Paper presented at the 2014 Annual Convention of American Council on the Teaching of Foreign Languages. San Antonio, TX.
- 2013 *Integrating Chinese Novel into Advanced CFL Writing Instruction*. Paper presented at the 2013 Annual Meeting of Chinese Language Teachers Association. Orlando, FL
- 2012 An integration of ACT and FACT in college-level beginning Chinese class: The “communicating in Chinese culture” experience. Paper presented at the 2012 Annual Meeting of Chinese Language Teachers Association. Philadelphia, PA
- 2012 From Learning Chinese to Learning in Chinese: Advanced Skills and the Delivery of Chinese Study Abroad Programs. Paper presented at the 2012 National Conference of Less Commonly Taught Language. Madison, WI
- 2011 Situated Learning: Identifying Oneself with a Domain Community during Study Abroad. Paper presented at the 9<sup>th</sup> International Conference Language Pedagogy, Beijing, China. Paper published in Proceedings of The 9<sup>th</sup> International Conference Language Pedagogy: 257-272. Minzu University of China
- 2011 *Second-Culture Worldview Construction: Culture Gains during Study Abroad*. Paper presented at the 60<sup>th</sup> Annual Midwest Conference on Asian Affairs. St. Paul, MN
- 2011 *Construct the Self: The Acquisition of Sociolinguistic Competence within the Study Abroad Context*. Paper presented at the 10<sup>th</sup> Annual East-West Center International Graduate Student Conference on the Asia Pacific Region. Honolulu, HI
- 2010 Translation. Playing the Game of Interpersonal Communication in Chinese Culture: The “Rules” and the Moves. [Zhini Zeng & Xiaobin Jian] In Galal Walker (eds.) *The Pedagogy of Performing Another Culture*: 96-143, Hubei Education Press.

**GRANTS AND AWARDS**

- 2015 NFMLTA/NCOLCTL Research Award
- 2012 Cheng & Tsui Professional Development Award for Teachers of Chinese

Curriculum Vitae  
**XIN ZHANG**

**EDUCATION**

- 2016 PhD, Chinese Language Pedagogy, The Ohio State University  
2012 MA, Chinese Language Pedagogy, The Ohio State University  
2010 BA, Teaching Chinese as Foreign Language, Shanghai International Studies University  
2010 Minor, New Media Art Design, Donghua University

**TEACHER TRAINING**

- 2011 SPEAC teacher training Chinese program, The Ohio State University

**APPOINTMENTS**

- 2016-present Visiting Assistant Professor of Chinese, Oberlin College, Oberlin, Ohio  
2010-2015 Graduate Research Associate, Department of East Asian Languages and Literatures, OSU
- Taught five different levels of distance Chinese Individualized Instruction (CHN 101.51-511.51)
  - Assisted in developing K-12 teaching plan for mandarin textbook Chinese: Communicating in the Culture VOL.II
  - Taught graduate-level Chinese course CHN 770 Literary Language in Chinese
  - Taught beginning level adult learner (college professor) and developed individualized teaching plan
  - Developing intermediate level Chinese pedagogical materials Access China
  - Developing curriculum and materials for advanced level Critical Language Scholarship program
- 2014 Resident Director, Chinese Language Flagship Summer Program in Suzhou  
2013 Resident and Academic Director, Critical Language Scholarship China in Qingdao, China  
2011-2012 Teaching Associate, Gahanna School District Chinese program, Ohio
- Assisted with curriculum and material development for K12 Chinese program in the district
  - Provided support for research, assessment and instructional materials documentation
- 2010-2011 Distance Mandarin Instructor, Metro High School, Ohio
- Taught first year Chinese class for Dover High School and Heath High School using
  - Videoconferencing on daily bases.
  - Designed classroom activities and teaching props that are appropriate to high school-level
  - Chinese learners to facilitate students' in-class performance.

**PROJECTS**

- 2014 Developing pedagogical materials for the CLS China program including functional reading and writing

## Appendix I List of CVs

- Perform Guangzhou  
Point of View, Perspective, Presentation: Chinese Discourse on Sino-American Relation
- 2014 Researching on Resident Director's Role in Enhancing US-Host Institute Relation
- 2013 Conducted formative and summative review of Critical Language Song Project (clsp.gatech.edu)
- 2012 Developed prototype for an interactive multimedia material for learning Chinese idioms: How to Sound Intelligent in Chinese: Using Chinese Idioms as working professionals

### PUBLICATION

#### ***Peer-Reviewed Papers***

- 2016 Zhang, Xin. "Native Chinese Speakers' Perception of Chinese Idiom Usage by Foreign Language Learners." *Buckeye East Asian Linguistics*, vol. 2, July 2016, pp. 94-111. (<http://hdl.handle.net/1811/78027>)
- 2016 Zhang, Xin. "Understanding C2 Expectations in Foreign Language Learning: Comparing Native Perception of Native and Non-native Chinese Idiom Usage." Manuscript submitted for review to *Modern Language Journal*.

#### ***Book Manuscript***

Zhang, Xin. *A Pedagogy of Expectation: Investigating the Role of Chengyu in Modern Mandarin*. Manuscript in preparation. A project funded by the Oberlin Grant-in-Aid Fund and Andrew W. Mellon Foundation Postdoctoral Fellowship.

### SYMPOSIUM ORGANIZING EXPERIENCE

- 2017-2018 Coordinator and Organizing Committee Chair, "Interdisciplinary Approaches to East Asian Languages Pedagogy," Oberlin and Columbus, Ohio

### PRESENTATIONS

- 2014 "Establishing and Enhancing US-host institution partnership in Study Abroad Programs", Panel Chair, CLTA-GNY 2014 International Conference, NYU
- 2014 "A Study of Language Perception and Evaluation: How Do Native Chinese Speaker Evaluate Four-character Chinese Idioms In Speech", 2<sup>nd</sup> DEALL Research Round Table, OSU
- 2013 "Pedagogical material design: 4-character Chinese idiom as cultural performances", 2013 CLTA/ACTFL Annual Meeting, Orange County Convention Center Orland, Florida

### AWARDS, FELLOWSHIPS \$ RESEARCH GRANTS

- Ohio Five/OSU Mellon Language Grant (2017-2018). \$7,900
- Oberlin College Grant-in-Aid (2016-2017). \$2,530 awarded to support the writing of book manuscript, titled *A Pedagogy of Expectation: Investigating the Role of Chengyu in Modern Mandarin*
- Andrew W. Mellon Foundation Postdoctoral Fellowship in Languages (2016).
- NFMLTA/NCOLCTL Research Award (2016).
- Intercultural Competence Conference Scholarship (2016).

Curriculum Vitae  
**YONGFANG ZHANG**

**EDUCATION**

- 2009 Ph.D., Chinese Language Pedagogy, The Ohio State University, Columbus, OH.  
2003 M.A., Chinese Language Pedagogy, The Ohio State University, Columbus, OH.  
1998 M.A., Chinese Linguistics focusing on Teaching Chinese as a Foreign Language, Beijing Normal University, Beijing, China.  
1995 B.A., Chinese Languages and Literatures, Henan University, Kaifeng, China.

**TEACHING EXPERIENCE**

- 2017- present Associate Professor of Chinese (since 2017), Assistant Professor of Chinese (2010-2017), Chinese Program Coordinator (since 2013), Department of Modern Languages, Literatures, and Cultures, Wofford College, Spartanburg, SC.  
2007 - 2010 Instructor and Chinese Program Coordinator, Department of Modern Languages, University of Akron, Akron, OH.  
2006 - 2007 Lecturer, Department of East Asian Languages and Literatures, The Ohio State University, Columbus, OH.  
2001 - 2006 Graduate Teaching Assistant, Department of East Asian Languages and Literatures, The Ohio State University, Columbus, OH.  
1998 - 1999 Lecturer, College of Teaching Chinese as a Foreign Language, Beijing Normal University, Beijing, China.

**PUBLICATIONS**

- 2018 “Contextualized Exercises in Beginning-level Chinese Language Instruction”. Manuscript under review, *International Chinese Language Education*.  
2017 “The Influences of Culture on Language and Teaching Culture in Chinese Language Instruction.” Manuscript under review, *Journal of International Chinese Teaching*.  
2015 “Teacher cognition of overseas teaching context and adjustment of instructional strategies: A reflection based on personal teaching experiences in U.S.A.” *Journal of International Chinese Teaching*, 2015 (4), 16-29  
2013 “A CIP spiral performance-based model for beginner level Chinese L2 reading instruction.” *The Journal of the Chinese Language Teachers Association (JCLTA)*, 48 (2), 91-118.  
2012 “Integrating authentic written texts into beginning Chinese reading instruction.” *The Journal of the Chinese Language Teachers Association (JCLTA)*, 47 (1), 43-60.  
2010 “Best practices for blended Chinese courses offered to face-to-face classroom and distance sites simultaneously.” *The Proceedings of 6th International Conference on Technology and Chinese Language Teaching (TCLT6)*, 283-287. Columbus, OH.  
2008 “How Chinese native speakers handle written style material in reading and its application in second language acquisition.” In M. K. M. Chan & H. Kang (Eds.), *Proceedings of the 20th North American Conference on Chinese Linguistics (NACCL-20)* (Vol. 1, 327-342). Columbus, OH: The Ohio State University.  
1999 “How do foreign students use Chinese idioms--An error analysis.” *Applied*

Appendix I  
List of CVs

*Linguistics*, 3, 25-30

- 1999 “Analysis of the relationship between the position and the semantics of Chinese adverb ‘dou’.” *Journal of Beijing Normal University (Social Science Edition)*, 1999, 84-88

**PRESENTATIONS(SINCE 2014)**

- 2018 Presented in the panel “Developing an Effective Model for Contextualized Language Learning” at the 2018 National Chinese Language Conference, Salt Lake City, UT. Sponsored by STARTALK Central.
- 2017 Chaired the panel “Developing Intercultural Communicative Competence across Chinese Curriculum,” and presented “Intercultural Communicative Competence across Chinese Curriculum,” ACTFL/CLTA Annual Conference, Nashville, TN.
- 2017 Chaired the panel “MEE: Motivate, Engage, and Empower Learners to Take Ownership of Learning from Input to Output,” and presented “Facilitating the Learning Process,” National Council of Less Commonly Taught Languages (NCOLCTL) Conference, Chicago, IL.
- 2016 “Building Chinese Teachers’ Intercultural Competence through Guided Learning,” ACTFL/CLTA Annual Conference, Boston, MA.
- 2015 Chaired the panel “Enhancing Teaching Skills and Cultural Competence for Pre-service Teachers,” and presented “Cultural Competence Training for Pre-Service Chinese Teachers,” ACTFL/ CLASS/CLTA Annual Conference, San Diego, CA.
- 2015 “Awareness of and Adaptation to Local Instructional Environment in U.S.A. by International Chinese Teachers,” The Fifth Forum on the Nurture of International Chinese Teachers, Beijing, China.
- 2015 “Developing a Task-based Chinese L2 Reading Curriculum,” National Council of Less Commonly Taught Languages (NCOLCTL) Annual Conference, Washington D.C.
- 2014 “Task-based Reading Instruction and Assessment,” accepted for presentation at National Council of Less Commonly Taught Languages (NCOLCTL) Annual Conference.

**AWARDS AND GRANT**

- 2013 - 2018 National Security Agency (NSA) - STARTALK grant to offer Chinese summer student program for 6-12<sup>th</sup> graders at Wofford College. Served as the Principal Investigator and the Program Director throughout the years, and as the lead instructor in 2013-2015.
- 2018 The Andrew W. Mellon Foundation mini-grant (\$4,000) for new General Education course development.
- 2013 Second prize (\$650) of 2013 Cengage Learning Award for my project entitled “Integrating Meaningful Tasks into Beginner-level Reading and Writing Instruction”.
- 2011 Summer Research Grant (\$4,000), Wofford College.
- 2008 Institute for Teaching and Learning Faculty Grant (\$400), University of Akron.
- 2017 Cheng & Tsui Professional Development Award (\$650).
- 2016 Graduate Associate Teaching Award (\$1,500), The Ohio State University.



Curriculum Vitae

**LIXING ZOU**

**EDUCATION**

2001            Ph.D. in Social-Economy, American University  
1997            MA in International Affair, Columbia University, New York  
1995            Ph.D. in Economic, People University in China  
1982            BA in Ceramic Engineering, Jingdezhen Ceramic University of China

**EMPLOYMENT**

2007-present

- Senior expert and Vice-President at Research Institute, China Development Bank, focused on the theory of financial-oriented development and economical strategy planning, in-depth study of the law of balance and sustainable development issues of China;
- Executive Editor of Journal of Development-oriented Finance Research;
- Senior Research Fellow and Member of the Council of China Center for Modernization Institute, participating write the Report of China Modernization during 2013-2018;
- Member of The World Economic Forum on Global Agenda Council;
- Executive Vice Chairmen of China Social and Economic System Analysis Research, Co-organizer of Annual Conference of the Northeast Asia Economic Forum;
- In charge of organizing the development of financial theories and strategies, reforms, macro-economy and planning at China Development Bank Institute;
- Wrote Strategic plan of improving system and mechanism to promote healthy development of policy-oriented financial institutions, received special award from CDB;
- Drafted the “Strategic plan of Wenchuan earthquake zone reconstruction,” initiated by The President and Prime Minister.
- Provided the board and senior management with meaningful insights into bank strategy and management
- Wrote the strategic planning framework of CDB business development;
- Senior financial adviser for the construction of the Olympic Stadium for the 2008 Olympic Games, Shanghai 2010 Expo and other key projects financed by CDB
- Drafted The “The Democratic Republic of Congo (DRC) economic and social development Master Plan(2011-2050)” for The Congolese Government.,
- In charge of organizing “The Power Development Cooperation Plan in Southern Africa”;
- In charge of organizing the “Strategic plan of the Chinese-Latin American Economy and Trade”. 2003-2007
- In charge of CDB Investment Authority responsible for mortgage security;
- In charge of Rectification of China and Switzerland Fund;
- Financial and investment adviser for four province government;
- Financial and investment adviser for “Hi-tech development fund”;
- Drafted the plan and policies of mortgage- backed securities in China
- 1995-2003: Experience abroad (outside of China)
- Economic policy adviser for World Bank

## Appendix I

### List of CVs

- Senior analyst and fund manager at ValuEngine Inc, a U.S asset management company, Responsible for management of U.S Benchmark portfolios and Asia fund's stock portfolio.
- Participated in a research project exploring Federal-States-Local Fiscal Relation and Their Impact on Economic Growth in the United States, built data bank on the fiscal activities of different levels of Government in the United States.
- Worked on spatial statistical model, generalized linear models and multilevel data analysis. Conducted the background studies and economic finance analysis

### AWARDS & HONORS

- Fellowships received From The World Bank
- Superior Researcher Award from The Policy Research Office of the State Council, China
- Special Award from China Development Bank, China
- The First Research Award from China Development Bank

### MAJOR PUBLICATIONS

Author of more than 6 books and 30 articles including:

- |      |  |
|------|--|
| 2017 | China's Logic: The Balance Development (English), World Scientific.  |
| 2015 | China's Rise: Development-oriented Finance and Sustainable Development (English), World Scientific.  |
| 2014 | China's Base: County-Level Economy and Society (English), World Scientific.  |
| 2014 | China's Base: County-Level Economy and Society (Chinese)   |
| 2014 | China's Rise: Development-oriented Finance and Sustainable Development (English)   |
| 2013 | Building the Credit Market Constitute the Fourth Driver for Economic Development; The Research of Development Financial Institution under Commercial Framework in China; Strategic thinking on further promoting the development of the Chinese-US Economic and trade relation (Center for International relation of United State) |
| 2013 | Development-oriented Finance and Sustainable Development In China (Chinese)  |
| 2009 | Lessons from Development of US: Mechanism of Financial Imperialism (Chinese)   |
| 2002 | How Does The Fed Run The Economy-----The New Economy And The New Challenges, the First Publish. Inc., the U.S.,  |
| 1995 | Chinese Economic Policy and Development in an Era of Change, Chinese Ging Dao Press  |
| 1993 | Principle of the Socialist Market Economy, Chinese Hua Wen Press   |
| 1985 | Decision Making Theory, Chinese Jan Gong Press   |

Appendix II  
List of Letters of Support

**The Ohio State University National East Asian Languages Resource Center  
A List of Letters of Support (2018-2021)**

**Arranged Alphabetically**

1. Center of Science and Industry
2. China Development Bank Shanghai Branch
3. Chinese Language Association of Secondary-elementary Schools
4. Chinese Schools Association in the United States
5. Columbus State Community College
6. Cupertino High School, CA
7. National Council of Associations of Chinese Language Schools
8. Nimble Lingo Company
9. Northern Virginia Community College
10. Ohio State University Thomason Library, East Asian Collection
11. University of Texas Rio Grande Valley (an MSI university)



June 20, 2018

Frederic M. N. Bertley, Ph.D.

President & CEO

[bertley@cosi.org](mailto:bertley@cosi.org)

614.629.3230

Professor Galal Walker  
Director, National East Asian Languages Resource Center  
The Ohio State University  
100 Hagerly Hall  
1775 South College Road  
Columbus OH 43210

Dear Professor Walker:

The building blocks of science are universal, holding true regardless of country or culture. However, language is an essential tool in order to communicate, educate, and collaborate. Across the globe, scientists are making breakthroughs that have unimaginable impacts on our world. These discoveries must be made and communicated across language and cultural barriers. In this regard, the NEALRC has contributed many initiatives designed to increase learners' abilities to master advanced levels of East Asian languages and cultural competence. This is why COSI supports the NEALRC's Globalizing STEMM project and its application for the Federal Department of Education Title VI LRC Grant, 2018 to 2021 cycle.

Bridging the gap between different languages and cultures will expand scientific discovery. Through the Globalization of STEMM project, language learners will have resources to enhance communication and understanding; through common topics (STEMM), they will communicate with peer language partners in an international community. The project allows different communities and cultures to come together to express and consider major issues of our time, ultimately leading to collaboration and discovery.

The NEALRC is the only language resource center among 16 nationwide that focuses on East Asian languages. With the growing Asian economy, improving communication and understanding is crucial to peaceful and productive collaboration. COSI is one of the most respected informal science learning environments in the world, and we will contribute to the project when it is within our scope to do so.

We look forward to our continued involvement with your program and the Globalizing STEMM project.

Sincerely,

A handwritten signature in blue ink, appearing to be "F. Bertley", written over a light blue horizontal line.



Professor Galal Walker  
Director, National East Asian Languages Resource Center  
The Ohio State University  
100 Hagerty Hall  
1775 S. College Rd  
Columbus, OH 43210  
U.S.A.

June 12, 2018

Dear Professor Walker:

It is my great pleasure to write a letter to support the application of the National East Asian Languages Resource Center at OSU for the Federal Title VI Grant as a Language Resource Center.

I am honored to accept your invitation as the project director and author of the research project entitled *Chinese Economy in the New Era* in a bilingual edition of advanced Chinese learning materials.

This bilingual research project attempts to examine the rules of balance and development, to reveal the rules' connotations, characteristics, and methods of thinking. It also employs the rules of balance to analyze the factors influencing the sustainable development of the Chinese economy in a systematic manner. This book will present the findings in the following: the path of balance, credit balance, innovation balance, urban-rural coordination, and diplomacy of balance. Special attention is paid to the positive interactions in trade between China and the United States. Instead of following the methods of traditional economics to examine specific quantitative relations between economic items, this research project adheres to the rules of balance to unify thoughts and actions, combine macro and micro perspectives, enable the interaction between market and government forces, coordinate urban and rural development, balance domestic and international situations, give comprehensive consideration to the probability-based general trend of economic development, strive to improve the thoughts and policy system of sustainable development, and create a model for the balanced economic development in China against the background of a grand history, grand changes, and grand challenges.

1





This research project makes full use of what I have achieved over the years, including the three books published by World Scientific Publishing, Singapore, i.e. *China's Base: County Economy and Society* (2014), *China's Rise: Development-oriented Finance and Sustainable Development* (2015), and *China's Logic: Grand Equilibrium* (2017). My new book, *Chinese Economy in the New Era*, will show the following three distinct features: 1) independent thinking, 2) field investigation in China and 3) loyalty to truth. It will be oriented towards specific problems to seek solutions, and will focus on the shortcomings of the Chinese economy, seeking imbalance amid a grand balance, and trying to find solutions.

Collaborating with your Center, I plan to finish my manuscript by the end of 2019 and then submit it to your Center for peer review. I am strongly confident that this bilingual textbook will be of great help for Western people, especially students, to better understand the Chinese economy, Chinese culture, and the mindset of balanced development, and also for the Chinese people to learn how to present these issues in English.

Sincerely,

Lixing Zou (PhD)

Senior Expert and Vice-President in Research Institute, China Development Bank; Executive Vice Chairmen of China Association for China Social and Economic System Analysis Research



全美中小学中文教师协会  
**Chinese Language Association of  
Secondary-Elementary Schools**

Professor Galal Walker  
Director, National East Asian Languages Resource Center  
The Ohio State University  
100 Hagerty Hall  
1775 S. College Rd  
Columbus, OH 43210

June 11, 2018

Dear Dr. Walker,

I am writing this letter of support on behalf of the Chinese Language Association of Secondary-Elementary Schools (CLASS) for the National East Asian Languages Resource Center at the Ohio State University (NEALRC) on its application to the Department of Education Language Resource Center Grant (2018-2021).

NEALRC and CLASS have been collaborating for over 25 years. During this period, you have supported CLASS in many ways: you have granted numerous professional development opportunities, held leadership retreats, and built material resources, to name a few. For all of these, CLASS is deeply grateful to the Center and to you.

I am excited to learn that NEALRC is now applying for a DOE Language Resource Center grant to support the "*Integration of STEMM in Chinese/Spanish/English Curriculum*" project, a new initiative of the National Chinese Language and Culture Coalition (NCLCC). CLASS, being one of the chief member organizations, is willing to participate and collaborate in the effort to increase the nation's capacity to produce young Americans with advanced proficiency in Chinese. CLASS has been advocating for the importance of teaching STEMM (Science, Technology, Engineering, Mathematics, Medicine) in Chinese instruction K-12 and beyond. I am looking forward to having CLASS once again collaborate with NEALRC and two other NCLCC member organizations, namely NCACLS and CSAUS in the years 2018-2021 to meet our commonly held goals. On behalf of CLASS, I thank you deeply for including us in your grant proposal. I wish you all the success in this endeavor.

Sincerely,

Yu-Lan Lin

CLASS, Emeritus Executive Director/NCLCC, Vice Chair



# 全美中文学校协会

Chinese School Association in the United States

Professor Galal Walker  
Director, National East Asian Languages Resource Center  
The Ohio State University  
100 Hagerty Hall  
1775 S. College Rd  
Columbus, OH 43210

June 8<sup>th</sup>, 2018

Dear Dr. Galal Walker,

I am writing to you to express our full support for the National East Asian Languages Resource Center (NEALRC) at The Ohio State University for its application to Department of Education Language Resource Center Grant (2018-2021). We have collaborated since 1994 when our organization was founded. We support NEALRC, as a national language resource center, to conduct collaborative projects designed to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages, especially Chinese.

CSAUS will collaborate with the NEALRC in the "Globalizing STEMM in Chinese" project in the next grant cycle (2018 - 2021). This is an innovative initiative which aims at training learners who can successfully function in STEMM professions in at least two languages and cultures.

CSAUS currently consists of more than 400 member schools in over 50 states, with over 200,000 students and approximately 8,000 teachers. As an IRS 501(c)(3) nonprofit organization, its mission is to promote Chinese language and culture education, to help the young generation to preserve and appreciate Chinese heritage, to improve mutual understanding and friendship between Chinese-Americans and people with other cultural backgrounds, and to facilitate educational and cultural exchanges between the United States and China. A good number of parents of students in CSAUS are bilingual and bicultural intellectuals working in the STEMM profession, who can be rich sources for the STEMM project. In addition, CSAUS can assist the NEALRC in disseminating the publications and online programs to the learners, teachers and local communities. We are looking forward to collaborating and working with you in the next cycle.

Sincerely,

Shen Liu

President, Chinese School Association in the United States (CSAUS)

[www.csaus.org](http://www.csaus.org)



**COLUMBUS STATE**  

---

**COMMUNITY COLLEGE**

June 20, 2018

Galal Walker, Director  
The National East Asian Languages Resource Center  
(NEALRC)  
The Ohio State University  
100 Hagerty Hall 1775 College Rd  
Columbus, OH 43210

Dear Dr. Walker:

I am writing this letter in support of the NEALRC application for the Federal Department of Education Title VI LRC Grant (2018-2021). Over the last few years our department has collaborated with your programs to assure that the content and outcomes of the beginning Chinese and Japanese programs approximate your standards so that students completing our first or second semester courses can continue the language seamlessly in your programs.

Since many students begin their college studies at Columbus State Community College and continue at The Ohio State University, it is in the students' best interests for us to work together on their beginning language skills. During the next four years, I hope we can continue to strengthen our collaboration, which is and will be beneficial to the teachers and students of Columbus State Community College.

I am also honored to accept the invitation to join in the NEALRC External Consultant Committee. As a representative of a community college, I hope I will provide you with a different perspective to help you conduct and improve your projects.

Sincerely,



Dr. Garry Fourman  
Chair of Modern Languages



Cupertino High School

10100 Finch Avenue

Cupertino, CA 95014

(408) 366-7300 (408) 255-8466 -fax

Website: [www.chs.fuhisd.org](http://www.chs.fuhisd.org)

Kami Tomberlain, Principal

June 21, 2018

Professor Galal Walker  
Director  
National East Asian Languages Resource Center  
The Ohio State University  
100 Hagerty Hall  
1775 S. College Rd  
Columbus, OH 43210

Dear Dr. Walker:

I am pleased to write this letter in support of the OSU National East Asian Languages Resource Center's application for Federal Department of Education Title VI Grant as a Language Resource Center (2018-2021). As you know, I have enjoyed collaborating with you and your Center in many projects since I became a CLASS Board member in 2007 and during the years when I serve as Executive Director of CLASS since 2016. This year, I was excited to know a new initiative raised by your Center in the proposal for next cycle: Integrating STEMM. It is an innovative and thought-provoking idea to train our young Americans to communicate with their peers of different country and culture in Chinese or Spanish on the topics of STEMM (Science, Technology, Engineering, Mathematics, and Medicine). It is wonderful to design such programs, which will make tremendous contributions to the current and future education and to the society.

I am very interested in this project and am willing to participate in it, having brainstorming meetings with you and your team, designing new learning materials, offering my feedback to the materials, and conducting field testing for the new programs.

Cupertino High School, where I teach Chinese language and culture full-time, is a school situated in the heart of the Silicon Valley in California, and was named a California Distinguished School by the California Department of Education in the years 1990, 1994, and 2007, and in 1996, was awarded the National Blue Ribbon Award for public and private K-12 schools that are either academically superior in their states or that demonstrate dramatic gains in student achievement. In 2007, Cupertino High School was ranked 566th in the Newsweek Best High Schools rankings. In 2013, it was ranked 336th in the U.S. News Best High School rankings, 58<sup>th</sup> in California, and 27<sup>th</sup> in STEM high schools. As the Chinese teacher at Cupertino High School, I am willing to work with other teachers in different subjects in my school to test the materials in STEMM when they are ready.

Sincerely yours,

A handwritten signature in cursive script that reads 'Paul Jia'.

Baocai Paul Jia  
Chinese Teacher  
Cupertino High School  
408-366-7380 Ext. 4407  
[paul\\_jia@fuhisd.org](mailto:paul_jia@fuhisd.org)



# 全美中文學校聯合總會

**National Council of Associations of  
Chinese Language Schools**

<http://www.ncacsls.net>

Dr. Galal Walker  
Director, National East Asian Languages Resource Center  
The Ohio State University

Date 06/24/2018

Dear Dr. Walker,

This letter is to support the National East Asian Languages Resource Center (NEALRC) at The Ohio State University for its application for a Department of Education Title VI Language Resource Center Grant (2018-2021).

We, the National Council of Associations of Chinese Language Schools (NCACLS), strongly support NEALRC's mission to increase the nation's capacity to produce Americans with advanced proficiency in East Asian languages and cultures, especially Chinese language and culture.

NCACLS will support NEALRC in the next cycle (2018 - 2021) on the "Globalizing STEMM in Chinese and Spanish" project with our rich human resources who are bilingual in the field of STEMM (Science, Technology, Engineering, Mathematics, and Medicine). It is our common goal to train young Americans to communicate with Chinese speakers successfully in the STEMM profession and to create an international cohort to discuss and research environmental issues. It is an innovative and ambitious plan and will take a long time to do so. On the journey, NCACLS is willing to collaborate with you as you strive for your goal.

We have a long collaborative history that dates back to the 1990s as you have been often invited to attend our meetings, to deliver speeches, and to offer valuable suggestions. So, we are convinced that our collaboration will be very productive and fruitful in meeting our commonly held goals.

Steve Chang

President

National Council of Associations of Chinese Language Schools



**NIMBLE LINGO**

3824 OVERLAND AVE 10

CULVER CITY CA, 90232

[BRIUN.GREENE@GMAIL.COM](mailto:BRIUN.GREENE@GMAIL.COM)

[NAT@MANDARINSOCIETY.US](mailto:NAT@MANDARINSOCIETY.US)

831-920-9433

June 19, 2018

Galal Walker, Director  
The National East Asian Languages Resource Center (NEALRC)  
The Ohio State University  
100 Hagerty Hall 1775 College Rd  
Columbus, OH 43210

Dear Dr. Walker:

I am the co-founder of a company, Nimble Lingo (formerly Babel Dabble), which has developed an innovative software platform to “gamify” language learning. This platform, while initially focused on Chinese, is also applicable to any non-Roman script language (Arabic, Persian, Japanese, Korean, Hindi, etc.). I am contacting you to seek NEALRC’s research support on improved methods of second-language character/script learning and assessment.

One way to think about our software is as a combination derivative of Words With Friends, Xbox Live, and a spelling bee. It is the world’s first global, real-time, digital, interactive, and competitive language learning platform. The value of this platform is that it gamifies Chinese literacy, motivating users to engage with language learning with the heightened awareness and focus that comes with competition.

The problem we are addressing is the difficulty students have when learning to read and write Chinese, which include character amnesia (even native Chinese speakers have experienced this since the adoption of the qwerty keyboard), difficulty recognizing characters, difficulty distinguishing between similar characters, inability to write characters from memory, lack of access to an immersive Chinese environment, and having to learn radicals out of context.

The solution to efficiently and effectively learning Chinese characters as a second-language is to mentally decompose characters into their building-block components, creating word associations and cognitive connections in the learners

mind. This maximizes retention of learning, the ability to distinguish between characters with minute differences, and cultivates a systematic way of absorbing Chinese vocabulary. The problem is that studying the list of radicals takes the learning process out of context. Radicals and components should be emphasized at the very moment of learning and looking up characters, but traditional Chinese teachers do not put emphasis on that method because native Chinese speakers learned to write through rote memorization, years of practice throughout daily life and compulsory education, and environmental context. It is imperative that learners of Chinese as a foreign language learn to identify components and radicals within characters, and make the word associations and cognitive connections that form naturally in the learner's mind to solidify retention. The competitive aspect of our software amplifies the students' cognitive associations and concentration on these components.

We seek a partnership with OSU's NEALRC in order to further deepen our underlying research methodology as well as create opportunities for new research on improved methods for non-roman script-based language acquisition. We think that our software will allow for rich data collection and analysis opportunities that will benefit NEALRC's research and publications.

I hope you will consider this and look forward to speaking with you further.

Yours very truly,

Briun Greene

A handwritten signature in black ink, appearing to read "Briun Greene", written in a cursive style.





June 20, 2018

*NORTHERN VIRGINIA COMMUNITY COLLEGE*

Professor Galal Walker  
Director, National East Asian Languages Resource Center  
The Ohio State University  
100 Hagerty Hall  
1775 S. College Rd  
Columbus, OH 43210

Dear Dr. Walker:

It is a great pleasure to support the proposal by the National East Asian Languages Resource Center (NEALRC) at the Ohio State University to apply for the Title VI Grant (2018-2021) as a language resource center, which focuses on East Asian languages, i.e. Chinese, Japanese, and Korean.

I have collaborated with you and your center for many years since 1999. When I was President of CLASS (Chinese Language Association of Secondary-elementary Schools), we founded the National Chinese Language and Culture Coalition, in which the NEALRC facilitates the three national organizations (CLASS, CSAUS, and NCACLS) to reach a common goal: to improve the ability of young Americans to communicate in Chinese language and culture in order to strengthen the competitiveness of the United States and contribute to global harmony. As a Chinese teacher of a community college, I am very interested in working together with you and your center to reach the above goal.

Furthermore, I found that the programs and products by you and your colleagues are quite useful to me and my students at my community college, such as CAVO (<http://cavo.osu.edu>), CCALT(<http://ccalt.osu.edu>), and videos on performance-based classroom teaching and learning (<https://nealrc.osu.edu/teacher/videos>). The utilities you and your team provided are important to this field, especially to community college students and teachers, who are quite often short of resources.

I am excited about the opportunity to work with you in this collaborative effort to make effective Chinese language instruction available to a greater number of students, especially to the community college students such as my students at the Northern Virginia Community College. I look forward to contributing to the success of your proposed projects.

Sincerely,

A handwritten signature in cursive script that reads "Dali Tan".

Dali Tan, Ph.D.  
Associate Professor of Chinese  
Northern Virginia Community College  
[dtan@nvcc.edu](mailto:dtan@nvcc.edu)  
703-933-5078

## Letter of Support

Li, Guoqing

Sent: Sunday, June 24, 2018 4:29 PM

To: Galal Walker [walker.17@outlook.com]

Cc: Li, Minru

Professor Galal Walker

Director, National East Asian Languages Resource Center

The Ohio State University

100 Hagerty Hall

1775 S. College Rd

Columbus, OH 43210

Dear Professor Walker:

I'm glad to know that the NEALRC is applying for the Title VI Language Resource Center Grant (2018-2021). I am writing to support your projects in the next cycle by offering assistance in library resources and promoting the products of your Center and disseminating them through our networks as we have done over the past years.

The Ohio State University Thomason Library has the 3<sup>rd</sup> largest number of EAS-related online serials in the nation behind Princeton and the Library of Congress. As one of the largest libraries in the East Asian collection, OSU Library collects approximately 310,000 physical volumes. Our Japanese Section is the largest collection of manga outside of Japan, and received the 3<sup>rd</sup> largest amount of print gift/exchange serials among public American university libraries. Our Korean Collection has grown almost 20 % for recent 5 years, adding over 300 volumes a year to the collection. In addition, the Korean section has consistently received Korean Foundation E-resources Grant for the past five years.

All these resources are open to your Center and are ready for your project teams to use. I am very delighted to serve you and your teams and meet your needs.

Finally, as Council Chair (President) of United Society of China Studies (USCS), I have a wide and effective network in the field of libraries and China studies. I am willing to promote the products, publications, and URLs of your websites and programs, through the network. Working together with my colleagues in the field of Japanese and Korean, we will assist the NEALRC in disseminating your publications.

In sum, you have my strongest support to your projects and I wish your success in application.

Sincerely,

*Guoqing Li*



THE OHIO STATE UNIVERSITY

**Guoqing Li** Professor, Chinese & Korean Studies Librarian

University Libraries Areas Studies

305L Thompson Library | 1858 Neil Avenue Mall Columbus, OH 43210

614-292-9597 Office | 614-292-1918 Fax

[li.272@osu.edu](mailto:li.272@osu.edu)

PR/Award # P229A180020

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June 10, 2018

Galal Walker, Director  
The National East Asian Languages Resource Center (NEALRC)  
The Ohio State University  
100 Hagerty Hall 1775 College Rd  
Columbus, OH 43210

Dear Dr. Walker:

I am writing to support your center to apply for Federal Department of Education Title VI Grant of Language Resource Center in the cycle of 2018-2021.

I am very excited to know that the NEALRC initiated another interesting project in the next cycle: *Globalizing STEM in Chinese, Spanish and English*. It is well known that these three languages are the most popular languages in the world used by the largest population of speakers globally. It is an ambitious, innovative, and also a daunting initiative. I can imagine that if this project is accomplished, there will be a new curricular in our educational system, and the young Americans will be able to communicate with their peers in Mexico or China on the topics in the field of STEM, which bridges different languages and cultures. How exciting!

I am very interested in this new project and am willing to join you in the team to make the dream come true.

My university, the University of Texas Rio Grande Valley, is a public research university in the University of Texas System. UTRGV has multiple campuses in the Rio Grande Valley region of Texas; founded in 2013, it entered into full operation in 2015 after the consolidation of the University of Texas at Brownsville/Texas Southmost College, the University of Texas–Pan American and the UT Regional Academic Health Center – Harlingen. The university has a new medical school. UTRGV is one of the largest universities in the U.S. to have a majority Hispanic student population; 80% of its students are Hispanic, virtually all of them Mexican-Americans. In addition, the University has a Center of Excellence in STEM Education, and carries the tradition of holding a Hispanic Engineering, Science, and Technology (HESTEC) Week every year, which is a nationally recognized model for promoting science, technology, engineering and math careers to students of all ages. Now in its 16th year, the program has been recognized as a “Bright Spot in Hispanic Education” by the White House Initiative on Educational Excellence for Hispanics.

Hence, it is interesting to investigate the learning and acquisition of Chinese in this bilingual context with regard to introducing STEM to the education system at this MSI. How to train bilingual learners to become trilingual ones in the field of STEM is an invaluable research topic. Taking the advantage of working at MSI, I will assist you in doing research and testing the sample curricular and materials among the freshmen of our university as well as in our local K-12 schools. The findings from the study and field testing will definitely help conduct the project and make contributions to the project.



Please don't hesitate to contact me either through email at [yong.lang@utrgv.edu](mailto:yong.lang@utrgv.edu) or by phone at 956-225-3502 for any questions regard my support.

Yours very truly,

A handwritten signature in black ink, appearing to be 'Yong Lang', with a long horizontal flourish extending to the right.

Yong Lang, Ph.D.  
Professor of Applied Linguistics  
Dept. of Writing & Language Studies

## Appendix III

### Title of Project 1: Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture

**PROJECT GOAL:** Investigate and explore new pedagogical approach and teaching method beyond the programs.

**Performance Measure 1:** A collection of articles published and disseminated

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Collect articles based on observational research of Americans in workplaces in China, on the nature of assessments for recognizing successful non-native interactions in Chinese workplaces and on creating the optimum learning opportunities in China with institutions in China.	<b>1ai.</b> Number of articles collected	Annually, Year 1 - 2	Project manager's email data and manuscripts	0	0	2	2	0
<b>1b.</b> Conduct peer review on articles; contact partner press and make agreement; organize meetings for editing and compiling the book.	<b>1bi.</b> Number of review reports received	Annual	NEALRC records	0	0	2	2	0
	<b>1bii.</b> Number of agreements made with publisher	Once – Year 3	Official documents	0	0	0	1	0
	<b>1biii.</b> Number of meetings	Annual	NEALRC records, meeting minutes	0	2	2	2	2

# Appendix III

## Title of Project 1: Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1c. Publish and disseminate the publication	1ci. Number of book published	Once - Year 4	Record of Library of Congress	0	0	0	0	1
	1cii. Number of copies of the book	Once – Year 4	Press record	0	0	0	0	500
	1ciii. Promotion and dissemination of the publication	Once- year 4	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

## Appendix III

### Title of Project 2: Understanding Intercultural Misunderstanding

**PROJECT GOAL:** Understand miscommunication as a way to improve materials, instruction, and assessment of learner interactions with native speakers.

**Performance Measure 1:** A bilingual edition published and disseminated for instructors, researchers, and learners by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Prepare the English version of the book.	1ai. Number of drafts of the book	Annual	NEALRC records	0	0	1	1	0
1b. Conduct peer review on manuscript; contact partner press and make an agreement; edit and design the book.	1bi. Number of review	Once – Year 3	NEALRC records	0	0	0	1	0
	1bii. Number of agreements made with publisher	Once – Year 3	Documents	0	0	0	1	0
	1biii. Number of meetings about editing and publication	Annual	NEALRC records	0	2	2	2	2
1c. Publish and disseminate the book for instructors, researchers and learners.	1ci. Number of books available for distribution	Once – Year 4	Record of the Library of Congress	0	0	0	0	1

Appendix III

**Title of Project 2: Understanding Intercultural Misunderstanding**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	<b>1cii.</b> Number of copies produced	Once – Year 4	Press	0	0	0	0	500
	<b>1ciii.</b> Number of promotional and disseminative activities	Once – Year 4	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

# Appendix III

## Title of Project 3: Looking at Teaching from Learning: Revisiting Chinese Language Instruction

**PROJECT GOAL:** Analyze learning processes and construct teaching practices that reflect how adult students learn to communicate in Chinese as a foreign language **Performance Measure 1:** A bilingual book published and disseminated

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Prepare the bilingual version of the book.	1ai. Number of drafts of the book	Annual	NEALRC records	0	0	1	1	0
1b. Conduct peer review on manuscript; contact partner press and make an agreement; edit and design the book.	1bi. Number of reviews	Once – Year 3	NEALRC records	0	0	0	1	0
	1bii. Number of agreements made with publisher	Once – Year 3	Documents	0	0	0	1	0
	1biii. Number of meetings about editing and publishing	Annual	NEALRC records, Meeting minutes	0	2	2	2	2
1c. Publish and disseminate the book	1ci. Number of books published	Once – Year 4	Record of the Library of Congress	0	0	0	0	1

Appendix III

**Title of Project 3: Looking at Teaching from Learning: Revisiting Chinese Language Instruction**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	1cii. Number of copies of the book	Once – Year 4	Press record	0	0	0	0	500
	1ciii. Number of promotional and disseminative activities	Once – Year 4	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

## Appendix V

### Title of Project 4: Performed Culture in Action: Case Studies from Chinese Language Classrooms

**PROJECT GOAL:** Demonstrate beginning and intermediate students can be set on the pathways to advanced communications in Chinese by learning how to perform in the classroom

**Performance Measure 1:** A book based on case studies published and disseminated by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Collect and analyze cases from Chinese classroom, organize and edit contents of the book.	1ai. Number of drafts of the book	Annual	NEALRC records	0	0	1	1	0
1b. Conduct peer review on manuscript; contact partner press and make agreement; organize meetings to edit and design the book.	1bi. Number of review	Once – Year 3	NEALRC records	0	0	0	1	0
	1bii. Number of agreements made with publisher	Once – Year 3	Documents	0	0	0	1	0
	1biii. Number of meetings about editing and publishing.	Annual	NEALRC records	0	2	2	2	2
1c. Publish and disseminate the book	1ci. Number of books published	Once – Year 4	Record of the Library of Congress	0	0	0	0	1



Appendix V

**Title of Project 4: Performed Culture in Action: Case Studies from Chinese Language Classrooms**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	1cii. Number of copies produced	Once – Year 4	Press record	0	0	0	0	500
	1ciii. Number of promotional and disseminative activities	Once – Year 4	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

## Appendix III

### Title of Project 5: Presentation of Self and Concepts in Advanced Japanese

**PROJECT GOAL:** Analyze Japanese speech competition winners, and identify successful rhetorical moves and native audience reactions.

**Performance Measure 1:** build a database and a website for research and publication

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Collect videos of winning performances of annual International Speech Contest in Japanese and create a database.	<b>1ai.</b> Number of videos collected	Year 1-4	NEALRC record	0	2	10	10	10
<b>1b.</b> Analyze videos and draft papers.	<b>1bi.</b> number of draft papers	Year 2 and 4	NEALRC record	0	0	1		1
<b>1c.</b> Present papers at conferences and/or submit to related academic journals for publication.	<b>1ci.</b> Number of papers presented or published	Once – Year 3-4	Conferences or Journals	0	0	0	1	1

**Title of Project 5: Presentation of Self and Concepts in Advanced Japanese****Performance Measure 2:** Publish videos online for further research

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Develop the instructional guide and curriculum based on research papers from NEALRC.	<b>2ai.</b> Number of instructional guides drafted	Once – Year 2	NEALRC records	0	0	1	0	0
	<b>2aii.</b> Number of Gateway: curriculum developed	Once – Year 2	NEALRC records	0	0	0	1	0
<b>2b.</b> Publish and disseminate the website with lesson plans, videos and scripts	<b>2bi.</b> Meetings about editing and publication	Year 3-4	Online open source site	0	2	2	2	2
	<b>2bii.</b> Number of promotional and disseminative activities	Year 4	FLPus, Emails, website news, posts of social media, and conference	0	0	0	0	10

# Appendix III

## Title of Project 6: The Role of Visualization in Learning to Perform in Chinese

**PROJECT GOAL:** Discuss how visualization helps organize memory and behavior in speaking a foreign language

**Performance Measure 1:** A study based on research of visualization and language learning

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Conduct research on how visualization helps organize memory and behavior in speaking a foreign language and draft manuscript.	1a.ii. Make a plan	Once – Year 1	NEALRC records	0	1	0	0	0
	1ai. Draft a manuscript	Once – Year2	NEALRC records	0	0	1	0	0
1b. Conduct peer review on the manuscript; contact partner press and make an agreement; edit and compile the book.	1bi. Number of reviews	Once – Year 3	NEALRC records	0	0	0	1	0
	1bii. Number of agreements made with publisher	Once – Year 3	Documents	0	0	0	1	0
	1biii. Number of meetings about editing and publication	Annual	NEALRC records	0	2	2	2	2

Appendix III

**Title of Project 6: The Role of Visualization in Learning to Perform in Chinese**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1c. Publish and disseminate the publication.	1ci. Number of publication	Once – Year 4	Record of publisher	0	0	0	0	1
	1cii. Number of copies produced	Once – Year 4	Press record	0	0	0	0	500
	1ciii. Promotional and disseminative activities	Once—Year 4	FLPus, Emails, website news, posts of social media, and conference	0	0	0	0	10

**Title of Project 7: K-12 Globalizing STEMM: Design and Project Plan**

**PROJECT GOAL:** Design and develop STEMM program materials to sustain bilingual STEMM cohorts in Chinese, Spanish and English language regions.

**Performance Measure 1:** Coordinate among STEMM and language organizations to conduct research on the connection between STEMM education and language learning to identify the problems and needs on Language and Culture study in STEMM education, and develop new teaching method

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Build a task force with STEMM and language organizations and conduct research on STEMM education and Chinese & Spanish learning in American high schools and write reports.	<b>1ai.</b> Number of reports	Year 2-3	Reports presented by NEALRC	0	0	1	1	0
<b>1b.</b> Conduct survey with high school teachers and students to identify the problems and needs for Language and Culture study in STEMM education.	<b>1bi.</b> Number of questionnaires collected by the work team	Once – Year 2	Survey	0	0	100	0	0
	<b>1bii.</b> Number of reports on survey	Once – Year 3	Report presented by NEALRC	0	0	0	1	0

Appendix III

**Title of Project 7: K-12 Globalizing STEMM: Design and Project Plan**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1c. Present reports of findings and new teaching methods at conferences and meeting.	1ci. Number of reports presented	Year 3	Conferences and meetings	0	0	0	1	0

**Title of Project 7: K-12 Globalizing STEMM: Design and Project Plan**

**Performance Measure 2:** A set of instructional guides and pilot programs developed and field tested at partner high schools.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Develop a set of instructional guides and curriculums based on research.	<b>2ai.</b> Number of draft instructional guides developed	Annual	NEALRC records	0	0	0	1	2
	<b>2aii.</b> Number of curriculums developed	Annual	NEALRC records	0	0	0	1	2
<b>2b.</b> Design and develop programs.	<b>2bi.</b> Number of meetings about the project	Annual	NEALRC records	0	2	2	2	2
	<b>2bii.</b> Number of pilot programs developed	Annual	NEALRC records	0	0	0	1	2
<b>2c.</b> Field test these programs at partner high schools and solicit users' feedback and responses; promote pilot programs to seek	<b>2ci.</b> Feedback collected	Year 3-4	Survey	0	0	0	50	100



# Appendix III

## Title of Project 7: K-12 Globalizing STEMM: Design and Project Plan

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
further cooperation with other organizations.	2cii. Number of promotional and disseminative activities	Annual	FLPus, Emails, website news, posts of social media, and conference	0	0	0	5	10

## Appendix III

### Title of Project 8: Materials Supporting Advanced Skills

**PROJECT GOAL:** Produce intermediate to advanced level learning materials

**Performance Measure 1 (8.a):** A series of books on localizing language studies in China with audio programs developed, published, and disseminated for use by Chinese language learners by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Refine the content of each book and build collaborations with local universities and organizations.	<b>1ai.</b> Number of agreements with local organizations.	Annual	NEALRC records	0	2	1	0	0
	<b>1aii.</b> Number of drafts of books	Annual	NEALRC records	0	0	1	1	0
<b>1b.</b> Conduct peer review on manuscripts; contact partner press and make agreement; arrange professional and technical personnel to edit and compile books and develop audio programs for books.	<b>1bi.</b> Number of peer review	Annual	NEALRC records	0	0	1	1	0
	<b>1bii.</b> Number of agreements made with publisher	Annual	Documents	0	0	1	1	0
	<b>1biii.</b> Number of meetings about editing and publication	Annual	NEALRC records	0	2	2	2	2

Appendix III

**Title of Project 8: Materials Supporting Advanced Skills**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1c. Publish and disseminate the publications and audio programs.	1ci. Number of books published	Annual	Record of the Library of Congress	0	0	0	1	1
	1cii. Number of audio programs available online	Annual	Record of the press	0	0	0	1	1
	1ciii. Number of promotional and disseminative activities	Once – Year4	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

**Title of Project 8: Materials Supporting Advanced Skills**

**Performance Measure 2 (8.b):** An integrated lesson plan published and disseminated.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Develop lesson plans and re-compile the original language materials for novel <i>Spring Grass</i> .	<b>2ai.</b> Reach an agreement with the publisher	Annual	NEALRC records and document	0	1	0	0	0
	<b>2aii.</b> Print out the lesson plan	Annual	Record of the Library of Congress	0	0	1	0	0
<b>2b.</b> promote and disseminate the publication.	<b>2bi.</b> Promotional and disseminative activities	Once – Year 3	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	10	0

# Appendix III

## Title of Project 8: Materials Supporting Advanced Skills

**Performance Measure 3:** An online course developed, published, and disseminated for use by Chinese language learners by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>3a.</b> Develop lesson plans and re-compile the original language materials for graphic novel <i>Beauty in Memory</i> .	<b>3ai.</b> Number of curriculum drafts developed	Annual	NEALRC records	0	1	0	0	0
	<b>3aii.</b> Number of re-compiled materials	Annual	NEALRC records	0	1	1	0	0
<b>3b.</b> Contact partner publisher to re-publish the graphic novel in desirable format; organize professional initiatives to develop the online course with the online version of the graphic novel and lesson plans with audio.	<b>2bi.</b> Number of agreements with publishers	Once – Year 1	Publisher	0	1	0	0	0
	<b>3bii.</b> Number of professional initiatives organized	Annual	NEALRC records	0	0	5	7	9
<b>3c.</b> Publish and disseminate final version of the book and online course for Chinese learners, instructors and researchers of	<b>3ci.</b> Number of books available for distribution	Once – Year 4	Online open source site and bookstore	0	0	0	0	1

Appendix III

**Title of Project 8: Materials Supporting Advanced Skills**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
Chinese and apply the program to advanced level Chinese courses in OSU.	<b>3cii.</b> Number of courses available online	Once – Year 4	Online open source site	0	0	0	0	1
	<b>3ciii.</b> Number of courses using this material	Annual	OSU DEALL records	0	0	0	1	2

**Title of Project 9: Bilingual Advanced-level Materials****PROJECT GOAL:** Improve availability of bilingual advanced-level Chinese learning materials in specific domains

**Performance Measure 1(9.a):** Two bilingual version books published and disseminated for use by Chinese language learners, instructors and researchers by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Translate the original books from Chinese to English.	1ai. Number of books translated	Annual	NEALRC records	0	1	1	0	0
1b. Conduct peer review on manuscripts; contact partner press and make agreements; meetings to discuss publication	1bi. Number of review reports received	Annual	NEALRC records	0	1	1	0	0
	1bii. Number of agreements made with publisher	Annual	Documents	0	1	1	0	0
	1biii. Number of meetings	Annual	NEALRC records	0	2	2	0	0
1c. Publish and disseminate publications	1ci. Number of books published	Annual	Online open source site and bookstore	0	0	1	1	0

Appendix III

**Title of Project 9: Bilingual Advanced-level Materials**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	1cii. Number of prints of the book	Annual	Record of press	0	0	500	500	0
	1ciii. Promotional and disseminative activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	0	10	10	0



## Appendix III

### Title of Project 10: ACTION Korean

**PROJECT GOAL:** Provide the material support for a regularly-scheduled Korean Table by presenting a series of situations a Korean as Foreign Language learner could expect to encounter in Korea around which to build a performance regimen.

**Performance Measure 1:** Conduct research on developing new curriculum for advanced level Korean learning based on Performed Culture Approach

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Collect data, take videos and design the learning materials.	1ai. Number of video clips	Once – Year 1	Online collection of video clips	0	3	3	0	0
1b. Develop a new curriculum using authentic Korean literary works based on research and previous classroom practices.	1bi. Number of curriculum drafts developed	Annual	Survey	0	1	1	0	0
1c. Present new program at conferences.	1ci. Number of presentations	Once – Year 3	Conferences and Journals	0	0	0	1	0

## Title of Project 10: ACTION Korean

**Performance Measure 2:** A learning material based on Performed Culture Approach for advanced level learners of Korean

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Develop a set of practical guides with field performance tasks based on the requirements of the curriculum.	<b>2ai.</b> Number of program guides developed	Annual	NEALRC record	0	0	0	1	0
	<b>2aii.</b> Number of tasks developed	Annual	NEALRC record	0	0	0	3	0
<b>2b.</b> Construct a webpage and upload the video clips	<b>2bi.</b> Number of video clips edited and uploaded	Once – Year 3-4	NEALRC record	0	0	0	3	4
	<b>2bii.</b> Meetings about this project	Annual	NEALRC record	0	2	2	2	2

Appendix III

**Title of Project 10: ACTION Korean**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
2c. Publish guide book, field test the materials in OSU and promote the products.	2ci. Number of books published	Once - Year 4	NEALRC records	0	0	0	0	1
	2cii. Number of copies of the publication	Once – Year 4	Online open source site	0	0	0	0	500
	2ciii. Number of promotional and disseminative activities	Annual	OSU records	0	0	0	0	10

# Appendix III

## Title of Project 11: *NihonGO NOW!* Teacher Preparation

**PROJECT GOAL:** Develop a website that presents annotated video clips of FACT and ACT classes to accompany Nihon GO NOW!

### Performance Measure 1: Video record classroom teaching activities

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Develop a new curriculum and new lesson plans based on new material, <i>NihonGO NOW!</i> .	<b>1ai.</b> Number of draft curriculum	Once – Year 1	NEALRC records	0	0	1	0	0
<b>1b.</b> Field test the new curriculum and new lessons plans.	<b>1bi.</b> Number of responses	Annual	NEALRC records	0	0	50	0	0
<b>1c.</b> construct a website	<b>1ci.</b> Number of website	Annual	Survey	0	0	0	1	0

**Title of Project 11: *NihonGO NOW!* Teacher Preparation**

**Performance Measure 2:** An online catalogue of classroom videos using new curriculum and *NihonGO NOW!* developed, published, and used by learners and instructors of Japanese in the U.S. by the end of the grant

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Record the lessons that use new curriculum and <i>NihonGO NOW!</i> .	<b>2ai.</b> Number of videos recorded	Annual	NEALRC records	0	0	0	5	10
<b>2b.</b> meetings to discuss the project	<b>2bi.</b> Number of meetings	Annual	NEALRC records	0	2	2	2	2
	<b>2bii.</b> Printed materials released	Annual	NEALRC records	0	0	0	0	1
<b>2c.</b> Publish and disseminate the online catalogue and printed materials	<b>2ci.</b> Number of video clips online	Once – Year 4	Online open source site	0	0	0	0	5
	<b>2cii.</b> Number of promotional and disseminative activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

## Appendix V

### Title of Project 12: Reader's Tool: Autonomous Learning Objects and Electronic Text and Audio Program

**PROJECT GOAL:** Develop a webpage to provide the advanced learners with the texts which are accompanied by an audiobook version and can be copied into CAVO to assist in Chinese learning.

**Performance Measure 1:** Four electronic books with audio programs planned, developed and disseminated online for use of Chinese learners by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Select authentic materials for this project.	1ai. Number of books identified and selected	Annual	NEALRC records	0	0	0	1	0
1b. hold meetings, produce audio programs accompanying the texts.	1bi. Meetings about this project	Annual	NEALRC records	0	2	2	2	2
	1bii. Number of audio programs produced	Annual	NEALRC records	0	0	0	1	0

Appendix V

**Title of Project 12: Reader's Tool: Autonomous Learning Objects and Electronic Text and Audio Program**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1c. Upload web content of the books and audio clips to Reader's tool and disseminate to Chinese language learners.	1ci. Number of electronic books with audio available online	Annual	Reader's Tool website	0	0	0	1	0
	1cii. Number of promotional and disseminative activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	0	10

# Appendix III

## Title of Project 13: Maintenance and Promotion of Online Programs

**PROJECT GOAL:** Maintain and promote the online programs

**Performance Measure 1:** The websites of online learning programs improved and promoted.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Manage daily operations of the websites of TPTV, <i>At Home in Japan</i> and Pathway to Korean: Beginning Spoken Korean from Zero.	1ai. Number of visits to the website	Annual	Google Analytics	30000	35000	40000	42000	45000
1b. promote and disseminate these programs	1bi. Number of promotional and disseminative activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	2	2	3	3



**Title of Project 14: Collaborative Articulation and Assessment Project (CAAP) Chinese Project**

**PROJECT GOAL:** Improve the existing CAAP (Collaborative Articulation and Assessment Project), a Chinese assessment program

**Performance Measure 1:** Conduct research to identify the needs of high school students in learning Chinese and the effectiveness of performance-based assessments.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Review and analyze the curriculum, learning materials, pedagogical approaches and assessment methods in current high school Chinese education.	<b>1ai.</b> Number of reports written	Once – Year 1	Reports presented by NEALRC	0	1	0	0	0
<b>1b.</b> Survey students of partner schools in Ohio on their competence in Chinese, learning habits and feedback on existing CAAP tests.	<b>1bi.</b> Number of questionnaires collected	Once – Year 1	Survey	0	1	0	0	0
	<b>1bii.</b> Number of reports on survey data	Once – Year 1	Reports presented by NEALRC	0	1	0	0	0

**Title of Project 14: Collaborative Articulation and Assessment Project (CAAP) Chinese Project**

**Performance Measure 2:** Tests for CAAP revised, developed, published and distributed to high school in the U.S.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Revise the existing instructional guides for developing tests.	<b>2ai.</b> Number of draft instructional guides developed	Once	NEALRC records	0	1	0	0	0
<b>2b.</b> Conduct teacher training program to help teachers to design tests for high school students who are taking college-level courses and organize a teacher team for annually tests design.	<b>2bi.</b> Number of teacher training programs conducted	Annual	NEALRC records	0	1	1	1	1
	<b>2bii.</b> Number of teachers in the test design team	Annual	NEALRC records	0	5	5	5	5
<b>2c.</b> Publish and disseminate online practice tests for high school Chinese language learners.	<b>2ci.</b> Number of tests conducted each year	Annual	schedule	0	1	1	1	1

**Performance Measure 3:** Cooperate with high schools and Colleges in Ohio to distribute the tests.

Appendix III

**Title of Project 14: Collaborative Articulation and Assessment Project (CAAP) Chinese Project**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>3a.</b> Organize workshops for teachers on technology integration in the classroom and curriculum design on CAAP, and networking events with other teachers around the state.	<b>3ai.</b> Number of events and workshops organized	Annual	NEALRC records	0	1	0	1	0
<b>3b.</b> promote and disseminate the examination.	<b>3bi.</b> Number of promotional and disseminative activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	5	5	5	5
<b>3c.</b> conduct a survey	<b>3ci.</b> Number of survey conducted	Annual	NEALRC records	0	0	1	0	1

**Title of Project 15: Chinese Computer Adaptive Listening Test****PROJECT GOAL:** Improve availability of low-stakes online assessments.**Performance Measure 1:** An online listening test maintained, published, and disseminated.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Maintain the website	<b>1ai.</b> Number of test data collected	Once – Year 1	Website data	0	50	50	50	50
	<b>1aii.</b> Number of feedbacks collected	Once – Year 2	Survey	0	50	50	50	50
<b>1b.</b> promote and disseminate the program	<b>1ai.</b> Number of promotional and disseminative activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	2	2	2	2

**Title of Project 16: Chinese: Communicating in the Culture Unit Test****PROJECT GOAL:** Improve availability of self-graded assessments for Chinese learners.

**Performance Measure 1:** A set of self-administered tests for *Chinese: Communicating in the Culture* (CCC) maintained and a set of guidelines for designing test developed for use by instructors and learners of Chinese by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Solicit user feedbacks on current test.	1ai. Number of feedbacks collected	Once – Year 2	Survey	0	0	50	0	0
1b. Organize meetings to use CCC test as a model to develop instructional guidelines to streamline the process of test design for other language learning materials.	1bi. Number of instructional guidelines developed	Annual	NEALRC records	0	0	2	2	2
	1bii. Number of meetings about this project	Annual	NEALRC records	0	2	2	2	2
1c. Publish and disseminate the guidelines online for use by instructors and learners of Chinese.	1ci. Number of promotional and disseminative activities	Once – Year 4	FLPubs, Emails, website news, posts of social media, and conference	0	3	3	3	3

Appendix III

**Title of Project 16: Chinese: Communicating in the Culture Unit Test**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	1cii. Number of promotional activities	Annual	Emails, website news, posts of social media	0	10	10	10	10

**Title of Project 17: Computer Adaptive VOcabulary Assessment (CAVO)****PROJECT GOAL:** Improve availability of online vocabulary assessments for Chinese learners.**Performance Measure 1:** An online vocabulary assessment tool maintained, updated, published, and disseminated for Chinese learners

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Collect user test data and solicit user feedback on current online tool.	1ai. Number of data sets collected	Once – Year 1	Website data	0	0	50	0	50
	1aii. Number of feedbacks collected	Once – Year 2	Survey	0	50	0	50	0
1c. Publish and disseminate the online tool.	1bi. Number of promotional activities	Once – Year2- 4	FLPubs, Emails, website news, posts of social media, and conference	0	0	5	5	5

## Appendix V

### Title of Project 18: Babel Dabble: An Online Learning and Assessment Tool

**PROJECT GOAL:** Develop an online acquisition tool and a performance based assessment tool for language learners.

**Performance Measure 1:** An online Chinese character writing tool developed and tested by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Conduct survey to identify the needs and problems of learners learning how to write Chinese characters.	<b>1ai.</b> Number of questionnaires collected	Once – Year 1	Survey	0	50	0	0	0
<b>1b.</b> Brainstorming meetings to discuss how to employ the cutting-edged technology to language learning and teaching.	<b>1bi.</b> Number of meetings	Annual	NEALRC records	0	3	3	3	3
<b>1c.</b> Construct a registration system to run the program.	<b>1ci.</b> Number of login system	Annual	Task force record	0	0	0	1	0



**Title of Project 18: Babel Dabble: An Online Learning and Assessment Tool****Performance Measure 2:** Build a webpage and/or mobile App to run a performance based assessment.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Develop new functions to support contextualized martials, allow users to upload individualized learning materials and keep updating the database.	<b>2ai.</b> Number of new functions developed	Annual	Online Website	0	0	0	1	2
<b>2b.</b> Promote and disseminate the website	<b>2bi.</b> Number of promotional activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	0	2	2	4

Appendix III

**Title of Project 19: *Archive of Presentations for Teacher Training***

**PROJECT GOAL:** Build audio and video archive for teacher training.

**Performance Measure 1:** Two local databases built for use by East Asian Languages researchers by the end of the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. Organize and edit original video and audio clips.	1ai. Number of video and audio clips collected and edited	Annual	NEALRC records	0	10	12	15	20
1b. Build database to store these video clips.	1bi. Number of database built	Annual	NEALRC records	0	0	1	0	0
	1bii. Number of meetings about this project	Annual	NEALRC records	0	2	2	2	2
1c. construct the website and upload the video clips to the website.	1ci. Number of website	Annual	NEALRC record	0	0	0	1	1
	1cii. Amount of feedback and responses collected	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	0	0	20	40

# Appendix III

## Title of Project 20: *Online Videos for Teacher Training*

**PROJECT GOAL:** Use multimedia (video) to train teachers

**Performance Measure 1:** collect and edit video clips for teacher training

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. collect video clips	1ai. Number of video clips collected	Annual	NEALRC records	0	3	3	4	4
1b. edit the video clips	1bi. Number of video clips edited	Annual	NEALRC records	0	2	2	3	3
1c. field test these edited video clips and get feedback from the teachers and graduate students	1ci. Number of surveys	Annual	NEALRC records	0	0	1	0	0

**Title of Project 20: *Online Videos for Teacher Training*****Performance Measure 2:** Build an online catalogue of videos about classroom teaching for teacher training

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Make plans for producing and editing videos for the online catalogue.	<b>1ai.</b> Number plans of video production.	Once – Year 1	NEALRC records	0	1	0	0	0
<b>1b.</b> Call meetings to manage the project	<b>1bi.</b> Number of meetings	Annual	Meeting minuets	0	2	2	2	2
	<b>1bii.</b> Editing these videos and add captions	Annual	NEALRC records	0		3	3	4
<b>1c.</b> Publish the video clips on Youku, catalog them, put them on the website and promote them.	<b>1ci.</b> Number of promotional activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	0	5	5	5

**Title of Project 21: SPEAC (Summer Programs in East Asian Concentration)**

**PROJECT GOAL:** Operate summer program for intensive language learning and teacher training in East Asian languages.

**Performance Measure 1:** Three intensive language summer programs organized and maintained for East Asian languages learners each year during the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
1a. preparation for the summer program	1ai. Number of teachers and TAs recruited	Annual	NEALRC records	0	4	4	4	4
1b. Schedule courses, post information on website and process online application.	1bi. Number of courses provided	Annual	OSU records	0	4	4	4	4
	1bii. Number of applications processed	Annual	OSU records	0	20	20	20	20
1c. Manage the operation of the summer program, collect performance materials of students such as classroom videos.	1ci. Number of Videos recorded and archived	Annual	NEALRC database	0	5	5	5	5

Appendix III

**Title of Project 21: SPEAC (Summer Programs in East Asian Concentration)**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	1cii. Number of promotional activities	Annual	NEALRC database	0	2	2	2	2

**Title of Project 21: SPEAC (Summer Programs in East Asian Concentration)**

**Performance Measure 2:** Two teacher training programs in Chinese and Japanese organized and opened for teachers every other year during the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>2a.</b> Recruit teachers and teaching assistants and organized teacher training camp	<b>2ai.</b> Number of teachers and TAs recruited	Annual	NEALRC records	0	0	1	0	1
	<b>2aii.</b> Number of training camps organized	Annual	NEALRC records	0	0	1	0	1
<b>2b.</b> Schedule courses, post information on website and start online application	<b>2bi.</b> Number of courses provided	Annual	OSU records	0	0	3	0	3
	<b>2bii.</b> Number of applications processed	Annual	OSU records	0	0	20	0	20
<b>2c.</b> Manage the operation of the summer program, record videos in class and solicit feedbacks from participants	<b>2ci.</b> Number of videos uploaded online	Annual	Online open source site	0	0	6	0	6

Appendix III

**Title of Project 21: SPEAC (Summer Programs in East Asian Concentration)**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	<b>2ci.</b> Number of feedbacks and reviews collected	Annual	NEALRC records	0	0	20	0	20



**Title of Project 22: Suzhou Intensive Chinese Language Program**

**PROJECT GOAL:** Operate summer program for intensive language learning in Suzhou.

**Performance Measure 1:** An Intensive Chinese Language Summer Program in Suzhou organized and maintained for Chinese languages learners each year during the grant.

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
<b>1a.</b> Recruit teachers and teaching assistants and conduct teacher training camp.	<b>1ai.</b> Number of teachers and TAs recruited	Annual	NEALRC records	0	3	3	3	3
	<b>1aii.</b> Number of training camps organized	Annual	NEALRC records	0	1	1	1	1
<b>1b.</b> Cooperate with Suzhou University closely in scheduling courses, post information on website and process online applications.	<b>1bi.</b> Number of courses provided	Annual	OSU records	0	3	3	3	3
	<b>1bii.</b> Number of applications processed	Annual	OSU records	0	15	15	15	15
<b>1c.</b> Manage the operation of the summer program and collect performance materials of students such as classroom videos.	<b>1ci.</b> Number of videos recorded and archived	Annual	NEALRC database	0	5	5	5	5

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**Title of Project 22: Suzhou Intensive Chinese Language Program**

Activities	Data Indicators	Frequency	Data Source	Baseline	Target Y1	Target Y2	Target Y3	Target Y4
	1cii. Number of promotional activities	Annual	FLPubs, Emails, website news, posts of social media, and conference	0	3	3	3	3

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
Project\Time	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<b>I. Research</b>			
<b>1. Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture</b> <b>Xin Zhang</b> <b>(year 1-4)</b> <b>(Research)</b> <b>p. 21, 36 in Narrative</b>	1) Conduct research on Americans in workplaces in China to illustrate nature of assessments for recognizing successful non-native interactions in Chinese workplaces and create the optimum learning opportunities in China; 2) Edit and compile the volume, design the graphics and layout of the volume; 3) Publish and disseminate the book.	1) <a href="#">A book will be published;</a> 2) Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU Chinese-Japanese-Korean (C-J-K) librarians, conferences, and email network.	1) Peer review of the manuscript in year 2; 2) Book review after it is published in year 4; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>2. Understanding Intercultural Misunderstanding</b> <b>Xizhen Qin</b> <b>(year 1-4)</b> <b>p. 21, 36 in Narrative</b>	1) Re-organize the content of the book and translate the original book from Chinese to English; 2) Edit the book, design the graphics and layout of the book; 3) Publish and disseminate the book.	1) <a href="#">A book will be co-published with the Foreign Language Teaching and Research Press (China);</a> 2) Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email network.	1) Peer review of the manuscript in year 2; 2) Book review after it is published in year 4; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<b>3. Looking at Teaching from Learning: Revisiting Chinese Language Instruction</b> <b>Yongfang Zhang</b> (year 1-4) (Research) <b>p. 22, 36 in Narrative</b>	1) Analyze the learning processes and construct teaching practices on adult students learning Chinese and prepare the book of bilingual version; 2) Edit the book, design the graphics and layout of the book; 3) Publish and disseminate the book.	1) <b>A book will be co-published with partner press;</b> 2) Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email network.	1) Peer review of the manuscript in year 2; 2) Book review after it is published in year 4; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>4. Performed Culture in Action: Case Studies from Chinese Language Classrooms</b> <b>Jianfen Wang</b> (year 1-4) (Research) <b>p. 22, 37 in Narrative</b>	1) Develop a practical guide of teaching culture and language moves to beginning and intermediate level CFL learners based on research on cases in Chinese classroom; 2) Edit the book, design the graphics and layout of the book; 3) Publish and disseminate the book.	1) <b>A book will be published;</b> 2) Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email network.	1) Peer review of the manuscript in year 2; 2) Book review after it is published in year 4; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>5. Presentation of Self and Concepts in Advanced Japanese</b> <b>Mari Noda</b> (year 1-4)	1) Conduct research on winning performances of annual International Speech Contest in Japanese with close observations on	1) <b>A research paper will be presented at conferences and submitted to an academic journal for publication;</b>	1) Report the progress of research in year 1 and 2; 2) Track and report on the usage of the website and

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<b>(Research)</b> <b>(Develop teaching/learning materials)</b> <b>p. 22, 37 in Narrative</b>	successful rhetorical moves and audience reactions; 2) Develop new curriculum and teaching materials to prepare students to exhibit skills in presentation that reflects early on research.	2) Application of these materials to immersion and regular classroom courses; 3) <b>Creation of a website with videos and scripts of IS CJ to learners of Japanese;</b> 4) Promotion of the website and materials through FLPubs, NEALC's website, conferences, and email network.	collect user's feedback in year 3 to 4; 3) Conduct survey on students and evaluate the curriculum by users in year 4; 4) Report to the Consultant Committee in year 2 and 4; 5) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>6. The Role of Visualization in Learning to Perform in Chinese</b> <b>Rachel Wayne</b> <b>(year 1-4)</b> <b>(Research)</b> <b>p. 23, 37 in Narrative</b>	1) Conduct research on how visualization helps organize memory and behavior in speaking a foreign language and write draft of the book; 2) Edit the book, design the graphics and layout of the book; 3) Publish and disseminate the book.	1) <b>A book will be published;</b> 2) Promotion of the books through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email network.	1) Report the progress of research in year 1; 2) Peer review of the book in year 2; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>II. Materials Development</b>			

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<b>7. K-12 Globalizing STEMM: Design and Project Plan (year 1-4) (Develop teaching/learning materials)</b> <b>p. 23, 37 in Narrative</b>	1) Collaborate with STEMM and language organizations and build a task force; 2) Identify the problems and needs on Language and Culture study in STEMM education and develop a set of instructional guidelines; 3) Conduct survey on STEMM education and Language Teaching; 4) Develop five pilot programs to field test.	1) A website will be created to field test programs; 2) A set of instructional guidelines will be designed; 3) Collaborate with partner schools to field test.	1) Report the progress of research in year 1 and year 2; 2) Peer review of the guidelines in year 2; 3) Report the progress and outcomes to the granter semi-annually and annually; 4) Undergo an evaluation of this project by content evaluators. 5) Annually report the process to the IRIS system in the GPRA Measure form
<b>8. Materials Supporting Advanced Skills:</b> <b>a) Perform “City” Series Xiaobin Jian (OSU);</b> <b>b) Lesson Plan for Chun Cao (Spring Grass);</b> <b>c) Lesson Plan for Kanshangqu Hen Mei (Beauty in Memory)</b> <b>(year 1-4) (Develop teaching/learning materials)</b> <b>p. 25, 38 in Narrative</b>	1) Publish three books on localizing language study in China; 2) Develop an integrated Chinese learning program with video, lesson plans and audio programs; 3) Develop an online course with graphic novel, audio programs and lesson plans.	1) Three books will be published (project a); 2) Audio and video will be available on NEALRC website (project a); 3) A printed lesson plan (project b); 4) Creation of a website of TV programs scripts and lesson plans available to registered users (project b); 5) Creation of a website of online course with lesson plans, e-book and audio programs (project c);	1) Track and report on the usage of the website and collect user’s feedback in year 3 and 4; 2) Conduct survey on the students and the curriculum will be evaluated by users in year 4; 3) Report to the Consultant Committee in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
		6) Pilot course put into use at OSU and other selected programs; 7) Promotion of the books and websites through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email network.	
<b>9. Bilingual Advanced-level Materials</b> <i>a) Chinese Economy in the New Era;</i> <i>b) Zhuangzi: A Bilingual Edition.</i> (year 1-3) (Develop teaching/learning materials) <b>p. 27, 38 in Narrative</b>	1) Translate original books from Chinese to English; 2) Edit the books, design the graphics and layout of the books; 3) Publish and disseminate the books.	1) <b>Two books will be published;</b> 2) Promotion of the books through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email network.	1) Report the progress of translation in year 1; 2) Peer review of the manuscripts in year 2 and 3; 3) Book review after books are published in year 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>10. Action Korean</b> (year 1-4) (Develop teaching/learning materials) <b>p. 27, 39 in Narrative</b>	1) Conduct research on developing new curriculum of advanced-level Korean learning based on Performed Culture Approach;	1) <b>A free website is available for learners;</b> 2) Application of new materials to advanced-level Korean courses; 3) Promotion of the website through NEALRC's website,	1) Track and report usage patterns of the website in year 2 to 4; 2) Evaluate the program, solicit feedback and reviews from teachers and learners in year 4;

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
	2) Develop a set of practical guides with field performance tasks based on the curriculum; 3) Create an online catalogue of video samples of performances and tasks with scripts.	news, FLPubs, conference, and email network.	3) Report to the Consultant Committee in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>11. <i>NihonGO NOW!</i> Teacher Preparation (year 1-4) (Develop teaching/learning materials) p. 28, 39 in Narrative</b>	1) Develop a new lesson plan based on new materials and field test at OSU for advanced level learners of Japanese; 2) Develop an online video catalogue of classroom videos using new curriculum and <i>NihonGO NOW!</i> for Japanese instructors and learners.	1) A video resource catalogue will be available online; 2) Application of new materials to advanced-level Japanese courses; 3) Promotion of the website through NEALRC's website, news, FLPubs, conference, and email network.	1) Track and report usage patterns of the website in year 2 to 4; 2) Evaluate the program, solicit feedback and reviews from teachers and learners in year 4; 3) Report to the Consultant Committee in year 2 and 4; 4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form
<b>12. Reader's Tool: Autonomous Learning Objects and Electronic Text and Audio Program (year 1-4) (Develop teaching/learning materials) (A learning tool)</b>	1) Four electronic books with audio programs developed and added to the Reader's Tool website; 3) Field test these materials in OSU advanced level courses.	1) Publication and distribution of online reading materials for domain study; 2) Audio programs accompanying the texts will be produced and uploaded to the website;	1) Track and report the website usage for review and evaluation purposes; 2) Conduct a survey on the materials in year 3; 3) Undergo evaluation by independent evaluator(s) in year 4;



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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<b>p. 28, 39 in Narrative</b>		3) Materials will be used for the advanced level course or domain studies. 4)	4) Report to the Consultant Committee in year 2 and 4; 5) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form
<b>13. Maintenance and Promotion of Online Programs (Develop teaching/learning materials) (Learning tools) p. 29, 39 in Narrative</b>	1) Maintain the daily operation of the websites of three OERs; 2) Update and expand contents of three websites with new materials, fix bugs of the website; 3) Promote this resource to advanced learners of Chinese and Korean.	1) <b>Three websites or tools with updated contents available to learners;</b> 2) User data will be available for review and research; 3) Promotion of these websites through NEALRC's web, news, FLPubs, conference, and email network	1) Track and report usage patterns of the website through the grant period; 2) Report to the Consultant Committee meetings in year 2 and 4; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>III. Performance-based Assessments</b>			
<b>14. Collaborative Articulation and Assessment Project (CAAP) Chinese Project. (year 1-4) (K-12, assessment tool, and teacher training) p. 30, 39 in Narrative</b>	1) Review the current tests and update the guide for designing test; 2) Train teachers in test design; 3) Design new tests to replace old tests; 4) Promote the tests to high school in Ohio and beyond.	1) <b>Old tests will be available online for practice testing;</b> 2) New testing will be produced annually for both levels two and three; 3) Expand articulation between high school courses and college courses in Chinese.	1) Track and report online usage of the old tests through the grant period; 2) Collect users' feedback and conduct a survey by teachers and learners to evaluate the project in year 1; 3) Annually report the impact and dissemination to the IRIS

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
			system in the GPRA Measure form.
<b>15. Chinese Computer Adaptive Listening-Comprehension Test (CCALT)</b> <b>(year 1-4)</b> <b>(An assessment Tool)</b> <b>p. 31, 40 in Narrative</b>	1) Collect user data and solicit user's feedback on current online test; 2) Maintain the daily usage of the website of CCALT; 3) Promote the more frequent use of low-impact testing in Chinese language programs.	1) <b>Provide an online assessment of listening comprehension proficiency for learners;</b> 2) User data will be available for review and research; 3) Promotion of the website through NEALRC's website, NCLCC's website and network, news, FLPubs, conference, and email network.	1) Track and report usage patterns of the website through the grant period; 2) Evaluate the program, solicit feedback and reviews from teachers and learners; 3) Undergo evaluation of the program by independent evaluator(s) in year 1; 4) Report to the Consultant Committee in year 2 and 4; 5) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>16. Chinese: Communicating in the Culture Unit Tests (CCC Test)</b> <b>(year 1-4)</b> <b>(An assessment Tool)</b> <b>p. 31, 40 in Narrative</b>	1) Collect user data and solicit user's feedback on current tests; 2) Use CCC test as a design model for self-testing to develop instructional guidelines to streamline the process of test design for other language learning materials.	1) <b>A self-graded interactive video program for users;</b> 2) <b>An instructional guideline for instructors and researchers to design tests;</b> 3) User data will be available for review and research; 4) Promotion of the website through NEALRC's website, news, FLPubs, conference, and email network.	1) Track and report usage patterns of the website; 2) Evaluate the program, solicit feedback and reviews from teachers and learners; 3) Undergo evaluation of the program by independent evaluator(s) in year 1; 4) Report to the Consultant Committee in year 2 and 4; 5) Annually report the impact and dissemination to the

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
			IRIS system in the GPRA Measure form.
<b>17. Computer Adaptive VOcabulary assessment (CAVO)</b> <b>(year 1-4)</b> <b>(A learning tool, teaching tool, and assessment tool)</b> <b>p. 31, 40 in Narrative</b>	1) Collect user data and solicit users' feedback on current online tool; 2) Refine and expand the vocabulary database supporting CAVO's functions; 3) Develop functions to support Reader's Tool.	1) Website will be available for use as a learning, teaching, and assessment tool with free access and free user account; 2) User data will be available for review and research; 3) Promotion of the website through NEALRC's website, NCLCC's website and network, news, FLPubs, conference, and email network.	1) Track and report usage patterns of the website through the grant period; 2) Evaluate the program, solicit feedback and reviews from teachers and learners; 3) Undergo evaluation of the program by independent evaluator(s) in year 1; 4) Report to the Consultant Committee in year 2 and 4; 5) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.
<b>18. Babel Dabble: An Online Learning and Assessment Tool</b> <b>(year 1-4)</b> <b>(A teaching and assessment tool)</b> <b>p. 32, 40 in Narrative</b>	1) Identify the needs and problems of learners learning how to write Chinese characters; 2) Develop an online Chinese character writing practice platform; 3) Expand the functions of the platform for Chinese vocabulary learning; 4) Promote the platform and maintain the user group,	1) Creation of an online platform with writing practice functions and word learning functions; 2) Application of this platform to Chinese courses; 3) Data from the platform will be collected and analyzed; 4) Reports of data will be presented in the tool and NEALRC website; 5) Promotion of the tool to other universities and schools through FLPubs, NEALRC	1) Continuously track and annually report usage patterns of the platform at year 2 to 4; 2) Evaluate the platform by users in year 2 and year 4; 3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form.

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Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
	expand the functions to Korean and Japanese.	website, NCLCC's website and network, OSU C-J-K librarians, news, email network and campaigns.	
<b>IV. Teacher Training</b>			
<b>19. Archive of Presentations for Teacher Training (year 1-4) (Develop teaching/learning/researching materials) p. 33, 40 in Narrative</b>	<ol style="list-style-type: none"> <li>1) Categorize, edit and index original video and audio clips in local database;</li> <li>2) Collaborate with partner - and organize professional initiatives to build online databases.</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>Two online databases of Chinese and Japanese will be built;</b></li> <li>2) Promotion of the databases through FLPubs, NEALRC's website, NCLCC's website and network, conferences, and email network.</li> </ol>	<ol style="list-style-type: none"> <li>1) Track and report on the usage of the databases and collect users' feedback in year 3 and 4;</li> <li>2) Report to the Consultant Committee in year 2 and 4;</li> <li>3) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form</li> </ol>
<b>20. Online Videos for Teacher Training (year 1-4) (Develop materials for teacher training). p. 33, 41 in Narrative</b>	<ol style="list-style-type: none"> <li>1) Create three online catalogues of video samples of activities in performance-based classrooms that are stores on YouTube and YouKu;</li> <li>2) Solicit video clips from Chinese, Japanese, and Korean language instructors;</li> <li>3) Conduct small-scale workshops and task force meetings for teacher training.</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>A video resource catalogue will be available online;</b></li> <li>2) <b>Video samples of classroom activities and model instructions will be available for teachers;</b></li> <li>3) Small-scale workshops will be conducted for teacher training;</li> <li>4) Promotion of the website through NEALRC's website, news, FLPubs, conferences, and email network.</li> </ol>	<ol style="list-style-type: none"> <li>1) Track and report usage patterns of the website;</li> <li>2) Evaluate the program by teachers who use this website or take part in the teacher training in year 2;</li> <li>3) Report to the Consultant Committee in year 2 and 4;</li> <li>4) Annually report the impact and dissemination to the IRIS system in the GPRA Measure form</li> </ol>

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Color Key: **New Project**; Continuing Project; **Website/online resources**; **Print/visual/audio programs**; **Mobile application**; **Page number**

Appendix IV

Table of Objectives, Outcomes, Dissemination, and Evaluation, NEALRC (2018-2021)

Project	Objectives	Outcomes and Dissemination	Evaluation/Time-measurable
<b>V. Summer Programs</b>			
<b>21. SPEAC (Summer Programs in East Asian Concentration)</b> (year 1-4) (Summer intensive program) (Teacher training) <b>p. 34, 41 in Narrative</b>	<ol style="list-style-type: none"> <li>1) Organize and manage three intensive language summer programs for East Asian languages learners;</li> <li>2) Organize and manage two teacher training programs in Chinese and Japanese.</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>A website available for applicants;</b></li> <li>2) Five operating Summer Program;</li> <li>3) Circulate news and reports about these programs.</li> </ol>	<ol style="list-style-type: none"> <li>1) Report on the program annually;</li> <li>2) Track and report the numbers of courses and applicants;</li> <li>3) Annually report summer programs' impact to the IRIS system in the GPRA Measure form.</li> <li>4) Undergo program evaluation by independent evaluator(s) in year 4.</li> </ol>
<b>22. Suzhou Intensive Chinese Language Program</b> (year 1-4) (Summer intensive program) <b>p. 34, 41 in Narrative</b>	<ol style="list-style-type: none"> <li>1) Collaborate with Suzhou University to organize and manage intensive language summer programs in Suzhou for Chinese languages learners.</li> </ol>	<ol style="list-style-type: none"> <li>1) <b>A website available for applicants;</b></li> <li>2) An operating Summer Program;</li> <li>3) Circulate news and reports about the program.</li> </ol>	<ol style="list-style-type: none"> <li>1) Report on the program annually;</li> <li>2) Track and report the numbers of the courses and applicants;</li> <li>3) Annually report summer programs' impact to the IRIS system in the GPRA Measure form.</li> <li>4) Undergo program evaluation by independent evaluator(s) in year 4.</li> </ol>

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
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Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
<b>I. Research</b>				
<b>1. Co-constructing a Third Space: Negotiating Intention and Expectation in Another Culture</b> <b>Xin Zhang</b> <b>(year 1-4)</b> <b>(Research)</b> <b>p. 21, 36 in Narrative</b>	Collect articles and make plan for publication and prepare the content of the book. <b>Contributions from Oberlin College, University of Mississippi, Wofford College, and Texas Christian University.</b>	Finalize drafts of the articles; conduct peer review of the manuscripts; make agreement with partner press. <b>Contributions from Oberlin College, University of Mississippi, Wofford College, and Texas Christian University.</b>	Cooperate with partner press for publishing and design the graphics of the book, edit and compile the book. <b>Contributions from Oberlin College, University of Mississippi, Wofford College, and Texas Christian University.</b>	Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU Chinese-Japanese-Korean(C-J-K) librarians, conferences, and email networks; conduct book review. <b>Evaluation by independent evaluator(s).</b>
<b>2. Understanding Intercultural Misunderstanding</b> <b>Xizhen Qin</b> <b>(year 1-4)</b> <b>p. 21, 36 in Narrative</b>	Prepare the book of English version. <b>Contributions from University of South Florida.</b>	Finalize draft of the book and conduct peer review of the manuscript; make agreement with partner press. <b>Contributions from University of South Florida.</b>	Cooperate with partner press for publishing; edit and compile the book, design the graphics and layout of the book. <b>Contributions from Foreign Language Teaching and Research Press and University of South Florida.</b>	Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email networks; conduct book review.

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Color Key: **New Project**; Continuing Project; **External contributions and collaboration**; **Evaluation**; **Page number**

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
				Evaluation by independent evaluator(s).
<b>3. Looking at Teaching from Learning: Revisiting Chinese Language Instruction</b> <b>Yongfang Zhang</b> <b>(year 1-4)</b> <b>(Research)</b> <b>p. 22, 36 in Narrative</b>	Analyzes the learning processes and constructs teaching practices on adult students learning Chinese and prepare the book of bilingual version. <b>Contributions form Wofford College.</b>	Finalize draft of the book and conduct peer review of the manuscript; make agreement with partner press. <b>Contributions form Wofford College.</b>	Cooperate with partner press for publishing; edit and compile the book, design the graphics and layout of the book. <b>Contributions form Wofford College.</b>	Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email networks; conduct book review. Evaluation by independent evaluator(s).
<b>4. Performed Culture in Action: Case Studies from Chinese Language Classrooms</b> <b>Jianfen Wang</b> <b>(year 1-4)</b> <b>(Research)</b> <b>p. 22, 37 in Narrative</b>	Collect and analyze cases from Chinese classroom in OSU, organize and edit contents of the book. <b>Contributions from Berea College, KY.</b>	Finalize draft of the book and conduct peer review of the manuscript; make agreement with partner press. <b>Contributions from Berea College, KY.</b>	Cooperate with partner press for publishing; edit and compile the book, design the graphics and layout of the book. <b>Contributions from Berea College, KY.</b>	Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email networks; conduct book review.



## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
				Evaluation by independent evaluator(s).
<b>5. Presentation of Self and Concepts in Advanced Japanese</b> <b>Mari Noda</b> <b>(year 1-4)</b> <b>(Research)</b> <b>(Develop teaching/learning materials)</b> <b>p. 22, 37 in Narrative</b>	Conduct research on winning performances of annual International Speech Contest in Japanese.	Analyze data and publish a paper on research; develop new curriculum and teaching materials based on the research. <b>RA make contributions to this project.</b>	Create website for videos and scripts. <b>RA make contributions to this project.</b>	Field test the curriculum and materials in immersion and regular classroom courses. Continue to collect learners' feedback and improve this program by adopting their suggestions. Evaluate the program by learners.
<b>6. The Role of Visualization in Learning to Perform in Chinese</b> <b>Rachel Wayne</b> <b>(year 1-4)</b> <b>(Research)</b> <b>p. 23, 37 in Narrative</b>	Conduct research on how visualization helps organize memory and behavior in speaking a foreign language and write draft of the book. <b>Contributions from Bishop Ready High School, Columbus.</b>	Finalize draft of the book and conduct peer review of the manuscript; make agreement with partner press. <b>Contributions from Bishop Ready High School, Columbus.</b>	Cooperate with partner press for publishing; edit and compile the book, design the graphics and layout of the book. <b>Contributions from XXX press and Bishop Ready High School, Columbus.</b>	Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email networks; conduct book review. Evaluation by independent evaluator(s).



## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
<b>II. New Materials Development</b>				
<b>7. K-12 Globalizing STEMM: Design and Project Plan (year 1-4) (Develop teaching/learning materials)</b> <b>p. 23, 37 in Narrative</b>	Build a task force with STEMM and language organizations and conduct research on problems and needs on STEMM education in these three languages. <b>Contributions from UCCA, Ohio OCCE, OSU CLCC, NCLCC and University of Texas Rio Grande Valley.</b>	Design the instructional guidelines and materials, recruit professionals to develop the pilot program. <b>Contributions of PhD RAs, OSU technical team and local teachers.</b>	Field test the pilot program in partner schools and education institutions with teacher and student feedback surveyed. <b>Contributions of PhD RAs, OSU technical team and local teachers.</b>	Improve this program by adopting suggestions; promote the program with partner organizations and seek for further collaboration with other institutions. <b>Evaluate this program by users.</b>
<b>8. Materials Supporting Advanced Skills:</b> <b>a) Perform “City” Series Xiaobin Jian (OSU);</b> <b>b) Lesson Plan for Chun Cao (<i>Spring Grass</i>);</b> <b>c) Lesson Plan for Kanshangqu Hen Mei (<i>Beauty in Memory</i>)</b> <b>(year 1-4) (Develop teaching/learning materials)</b> <b>p. 25, 38 in Narrative</b>	Finalize drafts of texts and lesson plans; prepare scripts for audios and videos programs (8.b, 8.c); negotiate to collaborate with partner universities and local organizations (8.a) to publish the first book of the series (8.a). <b>Contributions from Berea College, Hamilton College, Suzhou University Press and Routledge Press.</b>	Publish the lesson plan (8.b); create website for supporting texts and audios (8.c); plan video production material and field test new materials in OSU (8.b); publish the second book of the series (8.a) <b>Ras, OSU technical team and Zhejiang University Press make contributions to this project.</b>	Publish the lesson plan (8.c); Field test all materials in OSU advanced level language courses; bring the website online (8.c). <b>RA make contributions to this project.</b>	Publish the third book of the series (8.a); present books, lesson plans and website at conferences and revise projects for publication and distribution. <b>Contributions from Wuhan area organizations.</b> <b>Evaluate the program by content evaluator(s).</b>

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Color Key: **New Project**; Continuing Project; **External contributions and collaboration**; **Evaluation**; **Page number**

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
<b>9. Bilingual Advanced-level Materials</b> <b>a) <i>Chinese Economy in the New Era</i>;</b> <b>b) <i>Zhuangzi: A Bilingual Edition</i>.</b> <b>(year 1-3)</b> <b>(Develop teaching/learning materials)</b> <b>p. 27, 38 in Narrative</b>	Organize the content of two books and translate the original books of English version into Chinese; make agreement with partner press; finalize draft of the book and conduct peer review of the manuscripts (9. b). RA and Hubei Changjiang Publishing and Media Ltd make contributions to this project.	Finalize draft of the book and conduct peer review of the manuscripts (9.a); cooperate with partner press for publishing; edit and the books, design the graphics and layout of the books (9.b); publish the book (9.b). RA and Hubei Changjiang Publishing and Media Ltd make contributions to this project.	Cooperate with partner press for publishing; edit and the books, design the graphics and layout of the books (9.a); publish the book (9.a)  RA and Hubei Changjiang Publishing and Media Ltd make contributions to this project.	Promote and disseminate the book through FLPubs, NEALRC's website, NCLCC's website and network, OSU C-J-K librarians, conferences, and email networks; conduct book review. Evaluation by independent evaluator(s).
<b>10. Action Korean (year 1-4)</b> <b>(Develop teaching/learning materials)</b> <b>p. 27, 39 in Narrative</b>	Conduct research on developing new curriculum of advanced level Korean learning based on Performed Culture Approach; Contributions of PhD RAs.	Complete draft of texts and performance tasks; Develop audio and video scripts. Contributions of PhD RAs.	Build website with all materials and field test materials at OSU and KFL programs. Contributions of PhD RAs.	Promote this website and collect feedback from learners. Evaluate the project by users.
<b>11. <i>NihonGO NOW!</i> Teacher Preparation (year 1-4)</b> <b>(Develop teaching/learning materials)</b> <b>p. 28, 39 in Narrative</b>	Develop new lessons plan using new materials and make a plan of producing videos. Contributions of PhD RAs.	Pilot materials and lesson plans at OSU and JFL programs and solicit feedbacks from learners.	Record classroom videos, edit and upload videos. Contributions of PhD RAs.	Promote this website at conferences, workshops, and through emails. Evaluate the program by learners.

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
		Contributions of PhD RAs.		
<b>12. Reader's Tool: Autonomous Learning Objects and Electronic Text and Audio Program (year 1-4)</b> (Develop teaching/learning materials) (A learning tool) <b>p. 28, 39 in Narrative</b>	Add Chinese materials and promote the website to attract more learners. Contributions of PhD RAs.	Continue to add more materials to the website including Japanese and Korean texts. Contributions of PhD RAs.	Field test new materials in OSU and promote this website by emailing existing users and inviting new users.	Collect feedback of the learners and improve tool following their suggestions. Evaluation will be conducted by users.
<b>13. Maintenance and Promotion of Online Programs (Develop teaching/learning materials)</b> (Learning tools) <b>p. 29, 39 in Narrative</b>	Manage daily operations of the website of TPTV, <i>At home in Japan</i> , Pathway to Korean and monitor data usage of users; collect additional materials for improvement. Contributions of PhD Ras and OSU technical team.	Update and expand contents of three websites. Contributions of PhD Ras and OSU technical team.	Promote the program and collect users' feedbacks.	Improve three websites by adopting the users' suggestions. Evaluate the program by learners.
<b>III. Performance-based Assessments</b>				
<b>14. Collaborative Articulation and Assessment Project (CAAP) Chinese Project. (year 1-4)</b>	Evaluate current program and test; revise the existing guides; train teachers to design the	Continue to design new tests to replace old tests. Upload old tests online for practice testing.	Design new tests and expand the articulation of high school courses with college courses.	Expand the CCAP to high schools in Ohio and beyond.

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Color Key: **New Project**; Continuing Project; **External contributions and collaboration**; **Evaluation**; **Page number**

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
(K-12, assessment tool, and teacher training) <b>p. 30, 39 in Narrative</b>	online tests of level two and three in Chinese. <b>Contributions of PhD Ras.</b>	<b>Evaluate the project by users.</b>	<b>Contributions of local teachers.</b>	
<b>15. Chinese Computer Adaptive Listening-Comprehension Test (CCALT)</b> (year 1-4) (An assessment Tool) <b>p. 31, 40 in Narrative</b>	Develop template for collecting user data, send survey to users for feedbacks. <b>OSU technical team contribute to this project.</b>	Maintain the daily usage of the website and monitor the data of users. <b>OSU technical team contribute to this project.</b>	Promote this online test at conferences, workshops, and through emails.	Collect feedbacks of the learners and improve tool following their suggestions. <b>Evaluate the program by learners.</b>
<b>16. Chinese: Communicating in the Culture Unit Tests (CCC Test)</b> (year 1-4) (An assessment Tool) <b>p. 31, 40 in Narrative</b>	Send survey to users for feedbacks.	Use CCC test as a design model to develop instructional guidelines for designing test for other materials.	Field test in advanced-level courses in OSU and collect feedback of the learners. <b>Evaluate the program by learners.</b>	Promote this online test at conferences, workshops, and through emails.
<b>17. Computer Adaptive VOcabulary assessment (CAVO)</b> (year 1-4) (A learning tool, teaching tool, and assessment tool) <b>p. 31, 40 in Narrative</b>	Make regular improvements in the database. <b>Collect users' feedback and conduct a users' evaluation.</b>	Update vocabulary data and develop new functions to support reader's tool. <b>OSU technical team contribute to this project.</b>	Promote the tool and recruit users.	<b>Evaluate the tool's impact on learning Chinese vocabulary.</b> Make a presentation on this program at a conference.
<b>18. Babel Dabble: An Online Learning and Assessment Tool</b>	Conduct research on problems and needs of	Complete pilot tool and field test the tool in OSU.	Develop functions for contextualized learning materials.	Promote the tool by sharing a link on the

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Color Key: **New Project**; Continuing Project; **External contributions and collaboration**; **Evaluation**; **Page number**

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
(year 1-4) (A teaching and assessment tool) p. 32, 40 in Narrative	learning how to write Chinese character and prepare the vocabulary of the tool, prepare materials for the tool. Mr. Briun Greene and PhD RAs contribute to this project.	Evaluate the program by learners. OSU technical team and Bruin contribute to this project.	OSU technical team and Bruin contribute to this project.	CLLC, DEALL and other websites. Introduce it to the new users in other Chinese teaching program. Evaluate the tool's impact on learning Chinese vocabulary.
IV. Teacher Training				
19. Archive of Presentations for Teacher Training (year 1-4) (Develop teaching/learning/researching materials) p. 33, 40 in Narrative	Solicit, edit and organize videos and audios in local server. Contributions of Hakuho Foundation.	Build the database of videos and audios. Contributions from PhD RAs.	Bring the database online and field test the functions of the database. Contributions from PhD Ras and OSU technical team.	Promote database through NEALRC website and at conferences and workshops. Evaluation by independent evaluator(s).
20. Online Videos for Teacher Training (year 1-4) (Develop materials for teacher training). p. 33, 41 in Narrative	Organize and create online video catalogues of current collection of videos. Williams College, Loyola University Maryland and OSU faculty contribute to this project.	Solicit, edit and upload videos.	Promote the website with video catalogues at conferences, workshops, and through emails; conduct small-scale workshops and task force meetings for teacher training. Evaluate the program by learners.	Continue to collect learners' feedback and improve this program by adopting their suggestions; conduct small-scale workshops and task force meetings for teacher training.

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Color Key: New Project; Continuing Project; External contributions and collaboration; Evaluation; Page number

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
<b>V. Summer Programs</b>				
<b>21. SPEAC (Summer Programs in East Asian Concentration) (year 1-4) (Summer intensive program) (Teacher training) p. 34, 41 in Narrative</b>	Organize and manage three intensive language summer programs for East Asian languages learners; <a href="#">Evaluate the program by learners.</a> OSU faculty and PhD RAs contribute to this project.	Organize and manage three intensive language summer programs for East Asian languages learners; Organize and manage two teacher training programs in Chinese and Japanese. <a href="#">Evaluate the program by learners.</a> OSU faculty and PhD RAs contribute to this project.	Organize and manage three intensive language summer programs for East Asian languages learners; <a href="#">Evaluate the program by learners.</a> OSU faculty and PhD RAs contribute to this project.	Organize and manage three intensive language summer programs for East Asian languages learners; Organize and manage two teacher training programs in Chinese and Japanese. <a href="#">Evaluate the program by learners.</a> OSU faculty and PhD RAs contribute to this project.
<b>22. Suzhou Intensive Chinese Language Program (year 1-4) (Summer intensive program) p. 34, 41 in Narrative</b>	Collaborate with Suzhou University to organize and manage an intensive language summer programs in Suzhou for Chinese languages learners; <a href="#">Evaluate the program by learners.</a> Suzhou University, OSU faculty and PhD RAs	Collaborate with Suzhou University to organize and manage an intensive language summer programs in Suzhou for Chinese languages learners; <a href="#">Evaluate the program by learners.</a> Suzhou University, OSU faculty and PhD	Collaborate with Suzhou University to organize and manage an intensive language summer programs in Suzhou for Chinese languages learners; <a href="#">Evaluate the program by learners.</a> Suzhou University, OSU faculty and PhD RAs	Collaborate with Suzhou University to organize and manage an intensive language summer programs in Suzhou for Chinese languages learners; <a href="#">Evaluate the program by learners.</a> Suzhou University, OSU faculty and

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Color Key: [New Project](#); Continuing Project; [External contributions and collaboration](#); [Evaluation](#); [Page number](#)

## Appendix V

### Timeline of Project Activities, NEALRC (2018 - 2021)

Project\Time	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
	contribute to this project.	RAs contribute to this project.	contribute to this project.	PhD RAs contribute to this project.

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

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[View Optional Budget Narrative](#)



<b>NEALRC: 2018-2021</b>									
	<b>YEAR ONE</b>		<b>YEAR TWO</b>		<b>YEAR THREE</b>		<b>YEAR FOUR</b>		
	<b>8/15/18-9/14/19</b>		<b>8/15/19-8/14/20</b>		<b>8/15/20-8/14/21</b>		<b>8/15/21-8/14/22</b>		
	<b>Sponsor</b>	<b>OSU</b>	<b>Sponsor</b>	<b>OSU</b>	<b>Sponsor</b>	<b>OSU</b>	<b>Sponsor</b>	<b>OSU</b>	<b>S</b>
<b><u>1. Personnel</u></b>									
Galal Walker, PI, 50%		\$59,460		\$60,947		\$62,470		\$64,032	
Glenn Martinez, Co-PI, 5%		\$6,411		\$6,571		\$6,736		\$6,904	
Xiaobin Jian, Associate Director, 15%		\$17,939		\$18,387		\$18,847		\$19,318	
Mari Noda, Associate Director, 15%		\$17,921		\$18,369		\$18,828		\$19,299	
Danielle Pyun, Associate Director, 15%		\$12,307		\$12,614		\$12,930		\$13,253	
Minru Li, Assistant Director, 100%	\$61,722		\$63,574		\$65,481		\$67,445		
Yang Yang, Creative Technology Director 100%	\$46,105		\$47,488		\$48,913		\$50,380		
Student Associates	\$12,236		\$13,094		\$11,766		\$11,870		
<b>SUBTOTAL PERSONNEL</b>	<b>\$120,063</b>	<b>\$114,037</b>	<b>\$124,156</b>	<b>\$116,888</b>	<b>\$126,160</b>	<b>\$119,810</b>	<b>\$129,695</b>	<b>\$122,806</b>	
<b><u>2. Benefits</u></b>									
Galal Walker @ 26.8%		\$15,935		\$16,334		\$16,742		\$17,161	
Glenn Martinez @ 26.8%		\$1,718		\$1,761		\$1,805		\$1,850	
Xiaobin Jian @ 26.8%		\$4,808		\$4,928		\$5,051		\$5,177	
Mari Noda @ 26.8%		\$4,803		\$4,923		\$5,046		\$5,172	
Danielle Pyun @ 26.8%		\$3,298		\$3,381		\$3,465		\$3,552	
Minru Li @ 31.6%	\$19,504		\$20,089		\$20,692		\$21,313		
Yang Yang @ 31.6%	\$14,569		\$15,006		\$15,457		\$15,920		
Student Associates @ 15.7%	\$1,921		\$2,056		\$1,847		\$1,864		
<b>SUBTOTAL BENEFITS</b>	<b>\$35,994</b>	<b>\$30,562</b>	<b>\$37,151</b>	<b>\$31,326</b>	<b>\$37,996</b>	<b>\$32,109</b>	<b>\$39,097</b>	<b>\$32,912</b>	
<b><u>3. Travel</u></b>									
ACTFL: airfare x 2 @ \$350/ea	\$700		\$350		\$350		\$350		
Lodging/Per Diem@ x 2 @ \$650/ea	\$1,300		\$650		\$650		\$650		
Minority Service Institute	\$1,000		\$1,000		\$1,000		\$1,000		
<b>SUBTOTAL TRAVEL</b>	<b>\$3,000</b>		<b>\$2,000</b>		<b>\$2,000</b>		<b>\$2,000</b>		
<b><u>4. Equipment</u></b>	\$0		\$0		\$0		\$0		
<b><u>5. Supplies</u></b>									
Program Supplies	\$2,500		\$0		\$0		\$1,300		
<b>SUBTOTAL SUPPLIES</b>	<b>\$2,500</b>		<b>\$0</b>		<b>\$0</b>		<b>\$1,300</b>		
<b><u>6. Contractual</u></b>	\$0		\$0		\$0		\$0		

<b>7. Construction</b>	\$0		\$0		\$0		\$0		
<b>8. Other</b>									
Conference booth/exhibit space	\$1,500		\$1,400		\$500		\$500		
Program Evaluator: transportation x 1 (Y1, Y2, & Y4)	\$250		\$250				\$250		
Lodging/Per Diem @ \$500	\$500		\$500				\$500		
CAAP (Collab Articulation and Assessmt Project)	\$1,600		\$1,600		\$1,600		\$1,600		
National Coalition for Dissemination	\$4,000		\$4,000		\$4,000				
Online NihonGoNow	\$2,000		\$2,000		\$2,000		\$1,000		
STEMM project	\$4,000		\$2,350		\$1,151		\$0		
LRC brochure and Portal	\$1,000		\$1,000		\$1,000		\$1,000		
Foreign Language Publications print production	\$6,000		\$6,000		\$6,000		\$5,465		
<b>SUBTOTAL OTHER</b>	<b>\$20,850</b>		<b>\$19,100</b>		<b>\$16,251</b>		<b>\$10,315</b>		
<b>9. TOTAL DIRECT COSTS</b>	<b>\$182,407</b>	<b>\$144,599</b>	<b>\$182,407</b>	<b>\$148,214</b>	<b>\$182,407</b>	<b>\$151,920</b>	<b>\$182,407</b>	<b>\$155,717</b>	
<b>10. Indirect Costs @ 8%</b>	\$14,593		\$14,593		\$14,593		\$14,593		
<b>11. Training Stipends</b>	\$0		\$0		\$0		\$0		
<b>12. TOTAL PROJECT COSTS</b>	<b>\$197,000</b>	<b>\$144,599</b>	<b>\$197,000</b>	<b>\$148,214</b>	<b>\$197,000</b>	<b>\$151,920</b>	<b>\$197,000</b>	<b>\$155,717</b>	

**National East Asian Languages Resource Center  
The Ohio State University**

**BUDGET NARRATIVE**

**Personnel:** The NEALRC relies on the creativity and knowledge base of the East Asian languages pedagogy faculty of DEALL and the national scholars attracted to the projects, none of whom draw from this budget. Dr. Galal Walker, PI and Director, is 50% on the NEALRC. Drs. Mari Noda, Ooyoung Pyun, and Xiaobin Jian contribute 15% of their time. Dr. Martinez contributes 5% of his time to the NEALRC as senior Advisor. This is with the permission of the College of Arts and Sciences, Division of Arts and Humanities, and DEALL and facilitated by the congruency between their professional activities and NEALRC projects. The OSU support in the 2018-2021 budgets predominantly comes from the contributions to the projects by OSU faculty and staff.

*Salaried Employees*

This budget includes two salaried employees:

- 1) Dr. Minru Li serves as Assistant Director and manager of all NEALRC projects. He maintains a production timeline and informs researchers and developers of tasks and deadlines. He maintains communication with national organizations, mutually informing these organizations and the NEALRC of developments that have an impact on completing projects achieving goals. He negotiates publishing projects with co-publishers to realize project otherwise beyond the capacities of this budget. He facilitates the work

of the outside evaluator and communicates with the Department of Education Program Officers.

- 2) Mr. Yang Yang serves as Creative Technology Director. With a Master's degree in instructional technology from Columbia and the experience of creating a Chinese language-learning detective game, "Case Notes", he works with project teams from the beginning stages to conceptualize the final form of the product and choose the appropriate technology. He coordinates the available technology resources at OSU and interfaces between the appropriate technology office and project teams. He works intensively on certain projects and is in contact with those teams through critical development stages. While the NEALRC relies heavily on his technical expertise, it also relies on his ability to offer project teams design and technical choices that affect the final form of the product.

**Benefits:** Benefits are determined for each category of personnel according to university regulations. Currently,

Faculty	26.8%
Off-Duty/Specials	15.7%
A&P	31.6%
Classified Civil Svc	31.6%
Students	8%

**Travel:** Domestic travel for two people to conventions (ACTFL), other conferences and exhibitions nationally and internationally.

**Equipment:** No equipment budgeted.

**Supplies:** Computers solely for the program work are needed in next cycle. Two computers in year one, and one computer in year four (\$1,250 – \$1,300 each).

**Other:** The following are expenditures:

- 1) Conference booth and exhibit space: NEALRC plans to exhibit in at least one conference per year.
- 2) Transportation to Columbus and lodging/per diem for Program Evaluator in Years 1, 2, and 4.
- 3) Chinese Collaboration Articulation and Assessment Project (CAAP): these funds cover 6-9 meetings of the test item development team (10 local participants), ambassadors to Chinese teaching schools to encourage language students and participation in CAAP, and expansion of the online capacity.
- 4) National Coalition for Chinese Language and Culture: Travel funds in first, second, and third years to send the critical persons from the three participating organizations to two annual working meetings held in conjunction with larger national language organizations (e.g., ACTFL, MLA, AAS).
- 5) NihonGO NOW teacher preparation website. Funds to hire a specialist to collect video and other illustration,s and to design web presentation with Professor Mari Noda.
- 6) Globalizing STEMM project. First year a one-day conference that brings together local project participants to outline proposal. Tentatively held at COSI. Second and third years, workshops to organize proposal and develop approaches to potential funders.
- 7) LRC Brochure and Portal: Development and maintenance of a common LRC brochure and portal

8) Foreign Language Publications print production.

**Total direct costs:** Indirect costs are determined at the restricted rate of 8% MTDC.